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Southern COACH & ATHLETE

Vol. XIII

The Magazine for Coaches, Players, Officials and Fans

No. 4

December, 1950

25¢



SOUTHERN SCHOOLS

BYRON TOWNSEND
Texas

PRESBYTERIAN COLLEGE
Clinton, S. C.



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Volume XIII

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DR. MARSHALL W. BROWN,
President of Presbyterian College

SOUTHERN SCHOOLS

PRESBYTERIAN COLLEGE

Clinton, South Carolina

By BEN HAY HAMMET

PRESBYTERIAN COLLEGE, recognized today as one of the South's better educational institutions, cherishes a 70-year heritage of Christian ideals.

It has provided a broad program since its founding back in 1880, developing cultured men and women in the finest liberal arts tradition and maintaining a consecrated work in fellowship with man and God.

Presbyterian today offers Bachelor of Arts and Bachelor of Science degrees as well as pre-professional

study in engineering, theology, medicine, law and dentistry. Its balanced curriculum, its varied program of extra-curricular activities, are supervised by well-trained men and are made particularly effective through close personal attention.

The institution was largely the enterprise of one inspired individual—the Rev. William Plumer Jacobs—during its beginning years. Dr. Jacobs, pastor of Clinton's First Presbyterian Church and founder

Presbyterian College military unit passes in review on football field



of Thornwell Orphanage, established the college as Clinton College in 1880, five years after organizing his orphanage. His original plan was that it would supplement the education of his orphans.

The young institution moved rapidly forward, and a new charter in 1890 changed the name of the institution to The Presbyterian College of South Carolina. Under provisions of this charter, the original plans of management by the Clinton Presbyterian Church were expanded to permit election of trustees by the Presbyteries of the Synod of South Carolina.

Shortly thereafter, a modernized college curriculum was set up, and this era also brought the introduction of athletics and student activities to provide broad extra-curricular development of Presbyterian students. A period of great building was ushered in in 1904, when another charter change brought the college into full possession of the Presbyterians of South Carolina.

Georgia Presbyterians threw their full support behind Presbyterian College in 1928. A new system of control adopted at this time authorized the choice of trustees by the Synods of South Carolina and Georgia, and this joint control meant an expansion of



Smyth Dormitory on the Presbyterian campus

influence, support and patronage.

Dr. William P. Jacobs II, grandson of the founder, assumed the presidency in 1935. The world-wide financial depression had exerted its pressure upon Presbyterian College as it had upon other institutions of the nation, but Dr. Jacobs met the crisis and gave the col-

lege increasing security and stability.

Presbyterian exerted itself to the fullest in the great effort of World War II. The college's regular academic program was accelerated to produce ROTC-trained leaders quickly, and P. C. gave its facilities (March, 1943, to

(Continued on next page)

Looking up the "plaza" toward Neville Hall, central point of the Presbyterian campus



SOUTHERN SCHOOLS

(Continued from page 9)

July, 1944) for preliminary training of pilots in the United States Army Air Force. The 39th College Training Detachment was established at the college for the preliminary training of pilots, navigators and bombardiers, and an estimated 1,600 future cadets trained while Presbyterian maintained its regular civilian curriculum of academic work.

Dr. Marshall W. Brown, who had served as dean of the college for 16 years, became president upon the resignation of Dr. Jacobs in February, 1945. He dedicated himself to a continuation of Presbyterian College's program of unwavering devotion to the cause of devout Christian education. One of his contributions to the program of the college was the initiation of a fund-raising campaign which more than doubled its endowment. Presbyterian also has received additional academic prestige and expanded its staff under his administration. Enrollment has increased within the bounds of a select student body, and the college looks to the future with confidence.

PRESBYTERIAN COLLEGE ATHLETICS

The story of athletics at Presbyterian College down through the years is spun mostly around two men. And both still play important roles in the development of teams bearing the Blue Stocking nickname.

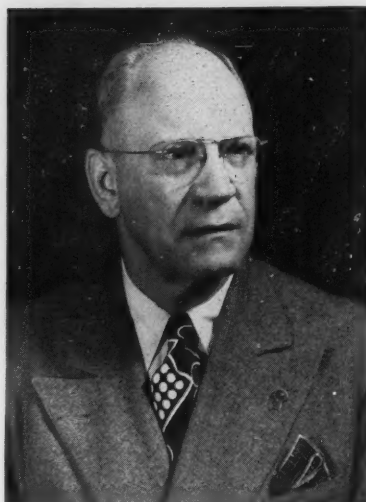
These men are Athletic Director Walter A. Johnson and Head Coach Lonnie S. McMillian. They form a notable teacher-pupil combination and rank as deans of the Southern sports scene.

Intercollegiate football kicked off at Presbyterian College back in 1913, but it was not until Johnson arrived in 1915 that the institution started to leap forward in this and in other sports. And it has been his insistence upon a strong physical education program—both on and off the playing field—that has made P. C. a drawing card for young athletes.

Johnson came to Presbyterian at 22 from Milwaukee, Wisconsin. When he took up the coaching reins in the fall of 1915, an eager freshman reported who was destined to blaze across the record of Blue Stocking greats. That green first year man was McMillian, an all-around outstanding athlete.

The two have been with Presbyterian ever since—except for tours of service with the armed forces and McMillian's first two years as a high school coach. Both have been tempted by larger institutions but have rejected all to remain at P. C.

Through the years, Johnson and Mc-



ATHLETIC DIRECTOR WALTER A. JOHNSON, dean of southern sportsmen

Millian have stood and worked for high sportsmanship, and their efforts have been cited many times by sports fans throughout South Carolina.

To fans all over the South, the name of Walter Johnson is synonymous with Presbyterian College athletics. He receives most of the credit for developing the Blue Stocking athletic plant which rates as one of the best among the nation's smaller colleges. Stimulated by Johnson's enthusiasm for sports, P. C. went on the move soon after he arrived. Where once stood bare, unfenced fields, a modern gymnasium rose—featuring the state's first college indoor swimming pool. And Presbyterian marked down another South Carolina "first" with its floodlighted football field.

While developing top athletic facilities, Johnson—affectionately termed the "Genial Swede"—also turned out winning teams. He piloted his football elevens to 103 victories, 96 defeats and 19 ties along a schedule front that included such giants as Duke, Georgia Tech, Wake Forest, Georgia, the University of South Carolina and Clemson.

McMillian, meanwhile, gave freshmen thorough football training their first year before sending them up to the varsity. He also served as head basketball and track coach and as the eagle eye in football scouting.

"Lonnie Mac" took over the top coaching reins when Johnson left for service with the national guard in 1941. He immediately installed the deceptive T-formation, making Presbyterian the first grid outfit in the Southeast to expound a system now used by most teams throughout the country.

At that point, Presbyterian shifted from a team which emphasized defense to a flashy offensive machine utilizing winged-heel backs that McMillian personally trains in track. Because of his offensive trickery and keen eye, the P. C. mentor is recognized today as one of the state's smartest football strategists. He proves the point each year with upset victories over larger, favored teams.

This is the teacher-pupil combination that has built Presbyterian athletics from the turf up. Johnson, now athletic director, concentrates upon schedules, the physical education program and the development of the sports plant. McMillian devotes his time to winning games and to developing the best in young men under the fire of competition. It's a good combination.

(Continued on page 26)

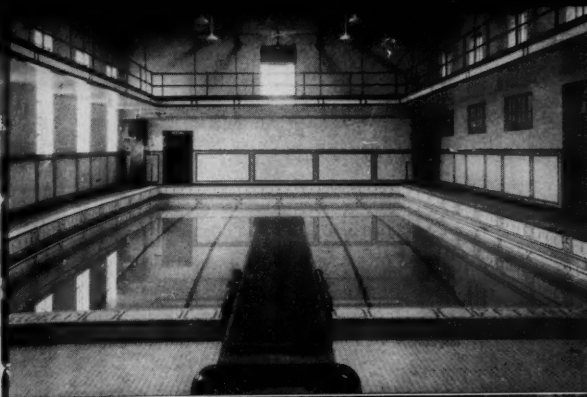


Blue Stocking coaches: Gene Lorendo, Lonnie S. McMillian, Walter A. Johnson and Sid Varney

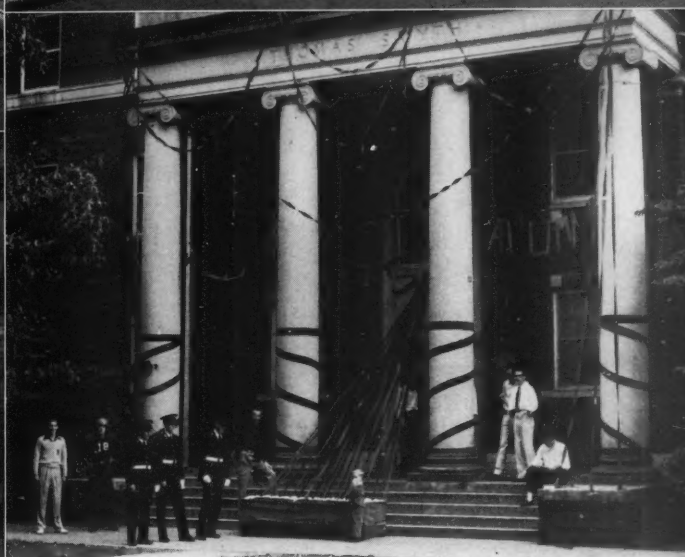
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TICS AND CHRISTIAN CITIZENSHIP



ACTIVITY SHOTS AT PRESBYTERIAN COLLEGE

From top to bottom, at left: Indoor swimming pool; 1950 State Champion tennis squad; Political Emphasis Week at Presbyterian; R.O.T.C. Band. At right: Mile relay team (Gooch, McCutcheon, Fleming, Watts) — State Champion 1949, runner-up in 1950; a homecoming dormitory decoration; chemistry lab class; Presbyterian College choir.



✻ Editorials ✻

The Substitute

*To fate resigned, he waits upon the bench
And leans his chin upon his hands.
He watches every play and vaguely hears
The cheers that thunder from the stands.
Out there his teammates execute the plays
His sweat and toil helped them to learn,
While he, a sub, can only watch and hope
And patiently await his turn.*

*The din of cheering crowds rolls o'er his head.
Unknown, the service he performs.
They only see him waiting for his chance,
The chance that often never comes.
Unsung, but still alert to give his best!
Content when thousands laud his mates!
Successful teams were never built without
The Sub, who hopes and works and waits.*

— H. V. PORTER

Long Range Public Relations

There is a general tendency on the part of most colleges to show very noticeable partiality toward the coaches of the large high schools, often ignoring and slighting fellows coaching in the smaller schools. This is particularly true in the matter of complimentary passes into the football games. It is with reluctance, also, that many college coaches will attend football banquets and other functions of the smaller schools.

Diamond Jim Brady, who was a master at public relations, once said, "Always be considerate of the little men in an organization, for you don't know which one of them will be President of the company ten years hence." The same rule applies in the field of athletics. The coach, or even assistant coach, of a small school today may be Athletic Director and Head Coach of the largest high school in the state a few years from now.

The coach of the small high school is entitled to every courtesy you can give him. Professional ethics would dictate that—not to mention the fact that a small-school coach is in greater need of assistance, both financially and professionally. But then if we have to appeal to some through a baser motive, it is just simply good business for you to be nice to the little guy for he may be coaching those All-State players sooner than you think.

Christmas ★ 1950

As we approach the Christmas season, we pause to extend sincere wishes for a Merry Christmas to our advertisers, contributors and readers. Though the Christmas sky is dark this year with war clouds, let us all have faith that behind those clouds the light of the Prince of Peace is shining and the day will surely come when His Spirit will so enlighten mankind that we will have peace on earth and good will among men.

A Christmas Wish

*Bring us a dream of the long ago —
Of the golden years that have flown,
Of the simple joys which we cherished so
In the happy days that have gone:
A drink from the gourd at the old rock spring,
Or a ride on a load of hay —
A dive from the old grapevine swing
In the afternoon of a summer day.*

*Bring us a dream of a boy we knew,
Who lived his dreams 'neath a southern sky —
Who slept in the hay with Little Boy Blue
And counted the sheep as they scampered by.
The brown-haired boy of that far-off day
Dreamed all year long of the Yuletide joys,
When Santa would come in his magic sleigh
From the land of snow, with his Christmas toys.*

*I've wandered far from those joyful days,
And I've missed the lad I used to know.
Now I want to follow those woodland ways
As I did in the far-off long ago.
So bring me again a dream, I pray,
Of the peaceful trails I used to roam,
And the carefree boy of yesterday —
Just a dream of childhood days — and home!*

— DWIGHT KEITH

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Louisiana High School Coaches Association
Mid-South Association of Independent Schools
Mississippi Association for Health,
Physical Education and Recreation
Southern Conference Trainers Assn.
Southern Gymnastics League
Gulf States Conference

DWIGHT KEITH, Editor and Publisher

THE BEST FROM EAST TO WEST use

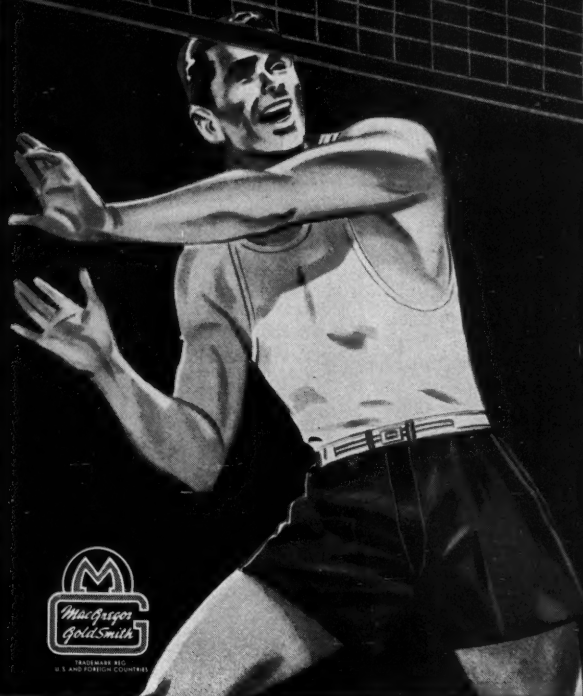
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DEFENSIVE PLAY

By ADOLPH RUPP

Basketball Coach, University of Kentucky

I DO NOT believe that enough time is given today to defensive play. It is true that our technique in offensive play has far out-stripped our defensive technique. Today some people say that our coaches no longer teach defensive play but I am one that cannot go along with that statement.

Fifteen years ago we did not have the one-handed shooting we have today. Whenever anyone says to me that we no longer teach good defensive play, I merely ask them three questions and I have never found anyone that has been able to give me a good answer. First, how do you stop a one-handed jump shot? Second, how do you stop a hook shot? Third, how do you stop a step-in, step-out hook shot? If you can stop these three types of shots, you can certainly improve defensive play tremendously.

However, I think it is best to try to discuss defensive play from seven intelligent plans that we have here at the University. First, cut down the number of shots that the team takes. We know that today a team will hit approximately on 32 per cent of the shots taken. If that is correct, then it is important that you cut down on the number of shots and, therefore, cut down the number of baskets that are made.

Second, cut down the percentage on the shots taken. Now if you will take number one and number two and teach good individual defense, you will be able to accomplish results on both of these. In other words, if your individual defense is tough, you'll not only cut down the number of shots that are taken, but at the same time, you will destroy the percentage. If you can cut down the percentage from 32 per cent to 25 per cent, you'll immediately take away four or five baskets and they may prove the winning margin.

The third important thing is to cut down every shot within 18 feet of the basket. The defense should be compact enough in this area that the players can come and help each other. In other words, if you have all players operating within 18 feet of the basket it seems logical that there is enough compactness in the group that few shots should be taken in this area unless they result from a driving play.



Coach Rupp is generally recognized as the "King Bee" (B for basketball) in the Southeastern Conference. He has been repeatedly chosen "Basketball Coach of the Year," and in 1944 was elected to Helms Foundation Basketball Hall of Fame.

Rupp begins his 21st year at Kentucky riding the crest of an 85 consecutive victory record on his home court.

Coach Rupp is ever in demand as a lecturer and is author of "Championship Basketball," one of the best books on the cage sport.

The fourth is to cut down cheap baskets. By cheap baskets we mean picking up loose balls off the floor and throwing them in, allowing a boy to out break you and just merely running to the basket and scoring, easy interceptions, easy fast-break situations, or any basket scored that does not come as a result of good tough offensive play.

The fifth thing is to cut down on the second shots. The defensive team should rebound and be in rebounding position to prevent the offensive team from tapping the ball up two, three, or four times until it drops through or allowing the offensive team to get the ball time and again off the board and getting second shots and third shots.

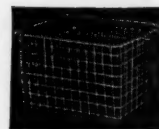
The sixth thing that is important is to be sure that your team is pointing the ball. By this we mean that the defen-

sive man is tight on the offensive man with the ball regardless of where the offensive man may be. If he is out 25 feet, he has a defensive man bothering him. This cuts down easy baskets that are made by the long shooters. If you let a boy get set out there 25 feet and shoot at the basket, the chances are that he will hit very accurately from out there. If coaches will watch to see that the man with the ball is pointed, it will cut off a lot of easy shots.

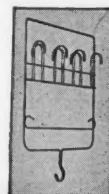
The seventh important thing is to prevent the ball from going to the pivot man. In modern offense today, I would say that 75 per cent depend on the pivot play or on a man handling the ball within this area. Anyone playing in that area should be played strongly to the side or in front of out to the free throw line. Far too often the defensive men merely line up back of this boy and not only let him handle the ball but allow him to execute a shot from this position. The man out in front should prevent the ball from going to the pivot man and at the same time in a floating defense it may be well to float a man from the opposite side from the ball into this area to help the pivot man. If all of these factors are employed, the man in the pivot certainly will have trouble handling the ball.

I think these are the seven cardinal principles of defense play and if they are adhered to, it will improve any system of basketball. If you are having trouble with defensive play, just check and see which one of these factors is causing your team to have trouble.

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FAST-BREAKING BASKETBALL

By GENE LORENDO

Presbyterian College Basketball Coach

HIGHT means a great deal in basketball, but I have a small team here at Presbyterian College this year, so we're concentrating on the fast break. There's an old rule in basketball that the only way for a small team to go against a big one is to run the larger boys ragged. And that's exactly what we plan to do.

To operate successfully with the fast break a team must be fast, in top condition and good at ball-hawking and passing. Ball-hawking — stealing the ball or grabbing it off the backboard after the opponent has missed a shot — is, of course, the opening move of any basketball offense. Then the other elements come into play.

With speedy men to dart back down court, a team finds itself with many quick scoring opportunities. A long pass, perhaps, and you have two points. The important thing here is that the pass be good, and a requisite of sharp passing is good conditioning. Tired men are likely to throw wild. So all of these points get equal emphasis in practice sessions.

When the break hasn't developed immediately after taking over the ball, the man in possession heads down court in the middle while the others go down the sides. In this manner, we always have a three-man break toward the basket. This can develop any time we pick up a loose ball.

I insist upon my middle man retaining the ball as long as possible to work as pivot or central point, so that if the defensive men keep fading back he can dribble on forward, perhaps to within shooting distance. On the other hand, if the defense closes in on the middle man, he can pass out to one of the flanks. By working fast, the team may thus be able to shake a man loose under the basket for a good shot at it before defenses get set. With the quick break, I'd like to see a basket after three passes, because unnecessary ball-handling just gives the opponent a chance to set up his defense. I don't mean to neglect backboard work to do this, however, because first of all we must get our hands on the ball.

The fast break probably takes more teamwork than any other type of offense. It's wide-open, race-horse play in which timing is everything. Passing must be coordinated with the quick



Gene Lorendo began his coaching career at Presbyterian College this fall. A native of Minnesota, he was a star basketball forward and football end while playing for the University of Georgia the past several years. He puts both of these experiences to good use at Presbyterian as head basketball coach and football assistant.

Lorendo last winter coached the Georgia freshman cage team while working on his Masters Degree at the University. He led the Bulldogs through a successful season and now looks forward to producing a crack basketball squad at Presbyterian.

movements necessary to take advantage of brief openings. I have no specially designated plays for this fast break. I just put emphasis on the middle man and depend on the other players to screen and block well and to make their bids. My players must break immediately after throwing the ball and be alert to take advantage of the screens that may develop.

The man in the middle is the one around which play revolves. He must be alert and quick to spot an opening. He must have a good basketball head. Whenever one of my players gets possession of the ball, I have him dribble to the middle before moving down court. If an opening hasn't developed by the time we get down to the other team's free throw circle, then we drop back and set up, using the basic plays similar to the man-in-the-hole where the forward passes into the pivot man and then breaks into the middle as a guard breaks around to the outside.

Actually, I'd prefer this set (man-in-hole) type offense, but it takes a big center for the middle slot and two big forwards for board work. So our small squad uses the method only when our fast break is stymied.

There are certain disadvantages in the fast break, of course. A team must be in top condition at all times to operate with the necessary split-second timing, and a coach has to guard against a well-conditioned team going stale with too much action. A small floor often presents a problem for this type

(Continued on page 39)



Blue Stocking basketball quintet



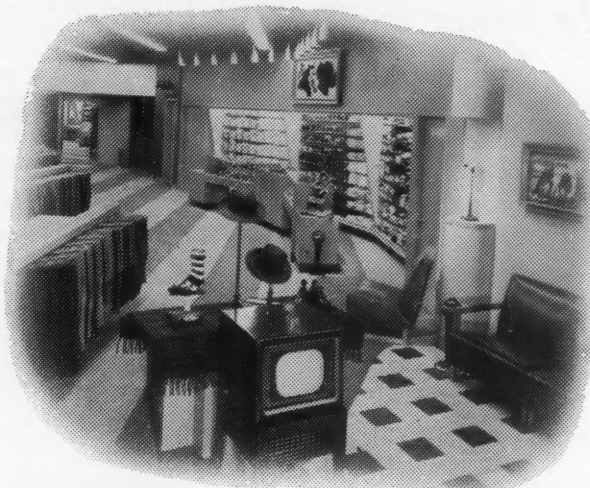
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On Up-Swing in West Virginia

FOOTBALL OFFICIATING

By PATRICK A. TORK

Associate Professor of Physical Education at West Virginia University

It's a far cry from the days when in West Virginia there were only few qualified football officials and most of the schools had to satisfy themselves with individuals to work their games whose only qualifications were that one time they had played football. On many occasions schools even resorted to picking an official or two from the fans that crowded the sidelines.

Today the officials in West Virginia belong to a well-knit organization that reaches out to every nook and corner of the mountain state providing competent registered officials to handle the weekly games that are played by high schools, junior high schools and colleges on Thursday nights, Friday afternoons and nights and Saturday afternoons and nights.

The state association is known as the West Virginia Football Officials' Association with a President, an Executive Board, and six Vice-Presidents. It has 157 dues-paying members serving 200 high schools, 34 junior high schools, and 14 colleges in West Virginia and, as well, many high schools and colleges that border West Virginia. New members must first serve an apprenticeship as an associate of from one to two years before they are admitted to full membership in the association. With their initial application they must have the signed recommendations of two coaches and three officials. To be eligible to work in high school contests the official must also annually register with the West Virginia High School Athletic Association. Two annual meetings of the total membership are held, one in August in the southern city of Charleston and the winter meeting in January in the northern city of Clarksburg. The August meeting is in conjunction with the North-South game played on Friday night between selected northern and southern high school players that have graduated the previous spring. This spectacle is one of the state's largest and most colorful. Approximately 25,000 fans are annually attracted from the villages and cities of the state to the game, the pageant, and the fireworks display between the halves.



Professor Tork is a Registered Official and has been officiating for 22 years. His varied experience includes coaching, Director of Recreation and teaching. He is First Vice-President of the West Virginia Football Officials Association.

RULES AND CLINIC MEETINGS

The officials hold their meeting on the afternoon of the night of the North-South game. Noted rules experts each year are on the program for a discussion and interpretation of the rules. The meeting is open to coaches and fans as well, and hundreds attend.

Immediately following the North-South Rules Clinic Meeting, similar rules meetings and clinics are held in each of the six sub-divisions of the state (comprising 55 counties) which is headed by one of the six state vice-presidents. From August 18 to September 10 the writer personally traveled over 1400 miles conducting rules clinics in five of the six state centers which attracted over 4,000 coaches, officials, players, and fans. By this procedure it has been possible to have a uniformity of rules interpretation and application in all sections of West Virginia.

The clinics that the writer has been

conducting over the state for the past six years have been a service of the School of Physical Education and Athletics of West Virginia University and under the sponsorship and in cooperation with the State Football Officials' Association and the West Virginia High School Athletic Association.

The clinics serve many fold. Coaches, players and fans are given an opportunity to learn of the complexity of the rules and their importance to the game of today with its complicated shifts, formations, and intricate plays. In these clinics many learn for the first time that officiating requires intensive study before and during the season, that the official must train physically, be honest, moral, sober, dependable, and ethical if he is to hold the continued respect of the players on the field, the coaches on the benches, and the fans in the stands.

The writer has appeared before a number of civic clubs in various cities to give discussions of the rules. It was startling to learn of the utter lack of knowledge of the rules of football by fans in general. Yet these persons admitted that at times they were the officials' severest critic but offered apologies with an oath that never again would they criticize and demonstrate the incompetency and gross ignorance.

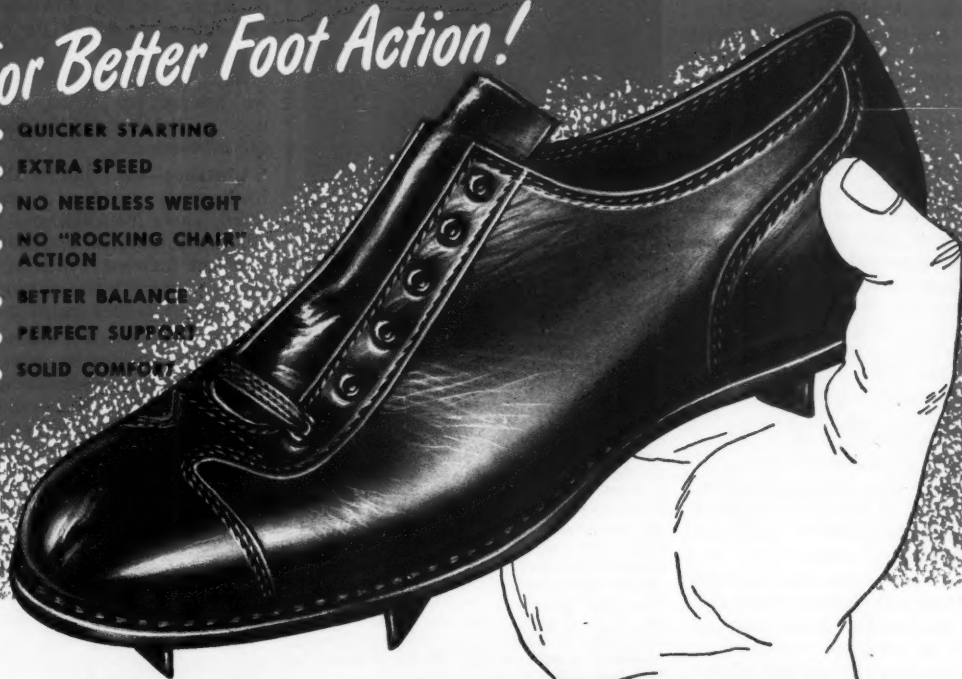
Not only are officials required to attend weekly meetings through September, October, and the first two weeks in November, but they must also take an annual physical examination and a rules test which is administered by the State High School Athletic Association. The score made on the test plus the attendance at rules meeting and game ratings by coaches determines the official's classification in one of three groups, viz., certified, approved, or temporary. The six principal divisions of the parent group are divided within themselves for the purpose of holding weekly meetings so that no official has to travel (in rare cases 50 miles) more than 20 to 35 miles for rules sessions. Each weekly meeting is in charge of a chairman appointed by the area vice-president. Complete records are kept on each meeting and a report is made to the area officer.

(Continued on page 39)

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A Sound Defense . . .

BASKETBALL'S STABILIZER

By BERNARD E. WILSON

Basketball Coach, William and Mary College

WE HAVE been asked to write an article discussing the defense we use here at William and Mary. First, we might say that defense is a hard subject to discuss just the same as it is a hard phase of the game to teach.

We feel that the most consistent thing about our game should be our defense. We feel that any player with the proper mental attitude and a reasonable amount of physical attributes can learn to play sound defensive basketball. We all know that players like to shoot because of the glamour in scoring. Consequently, there are very few players who like to play defensive ball. We really have to work hard to build defensive pride in each player and the squad. It makes no difference how well our player might have done on a given night, if the man he was assigned to cover has scored well, then our player feels that he has had a bad night.

I believe that defense is a more constant factor than offense which I would say accounts for the stabilizing influence of good defensive play. Sound defense is such a good stabilizing agent that it looks like wise insurance against bad nights. Defense should be constant as compared to the many variable factors in offensive play. Some of our outstanding coaches advocate that the ratio between offense and defense should run something like 51:49 or 55:45 or 60:40 in favor of the offense. The stronger the defense the less efficient the offense need be; however, any ratio below 50 for the offense would not be good for the game.

Defense is hard to teach because it is unspectacular and is really hard work and probably about 50% desire and determination.

We, at William and Mary, are of the opinion that the best defense is a strict man-to-man defense. We like the man-for-man because we think of several advantages. I am sure that the people who use the zone can give you an equal number of advantages, however, these are the advantages that we think of:

1. We can place responsibility on each player.
2. It is more efficient because of equal matching as to ability, size, speed, and cleverness.
3. It creates pride in good performance. One star desires to hold his rival down.



Coach Wilson was born in Chattanooga, Tennessee and educated in Chattanooga public schools. He attended Tennessee Wesleyan Junior College, where Rube McCray was Athletic Director and Head Football Coach. Wilson was an outstanding all-round athlete at Tennessee Wesleyan for two years, and moved on to Eastern Kentucky State College in 1934, where he obtained his B.S. degree in Physical Education in 1936. He received his M.A. degree from the University of Kentucky in 1938, and is now continuing summer work on his Ph.D. degree in Physical Education.

Barney began his coaching career at Crab Orchard, Kentucky in 1936, where he had winning teams in basketball, baseball and football for two years. He then moved to Harlan, Kentucky, where his basketball team was District Champions in 1939 and 1940. His next move was to Union College, as Assistant Football Coach, and Freshman Basketball Coach. During the middle of his second year there, he joined the Air Force as a Second Lieutenant in the Physical Training Program. He rose to the rank of Major, and during his tour of service, coached basketball at Selman Field, Louisiana for three years.

He returned to Union in 1946 as Athletic Director and Head Basketball Coach. His basketball team that year compiled a 19-5 record, and was invited to the S.I.A.A. Tournament.

His teams at William and Mary have won 61 and lost 28. His high school record was 94-14 and his all-time record is 207-57 for a 784 percentage.

4. It is an absolute necessity against a stall or keep away game.
5. We feel that it is the easier defense to teach.
6. It is adaptable to pressing or "two timing" stars.

We feel that in placing a great emphasis on defense that we will have something in reserve for off-night at the basket that is had by all teams.

Now, in teaching individual defense we attempt to stress three factors, namely, the stance, the footwork and the movement.

1. Stance — We like for the feet to be comfortably apart with one foot forward, never parallel, and the weight slightly backward. We prefer to move the foot forward which is nearer the sideline, thereby permitting the defensive player to face inside the court.

2. Footwork — We attempt to teach our players to use the boxer or shuffle step. In other words, we do not cross the feet but rather we slide or glide. Of course, we realize that once a man has the jump on us we have to go into a running step rather than a boxer step.

3. Movement — Our first movement on defense is always backward. That is why we like for the weight to be slightly backward. In other words, we give way on the outside shot but never let a man drive in for a short shot.

No matter what type of defense a team uses, every player must be thoroughly drilled in the elements of individual guarding. The job of the defensive player no doubt will vary according to whether or not the coach is aggressive or conservative in his style of play. As far as we are concerned we like to encourage aggressiveness at all times and so with that in mind we give duties to our defensive players when we lose possession of the ball.

1. It is the duty of the defensive player to get the ball. In other words, if the opponent is successful in recovering the ball from the board, then an attempt should be made to take it away from him.

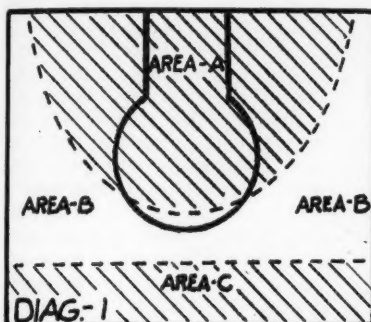
2. A defensive duty should be to delay the opponent in the back court whenever it is impossible to take the ball from the opponent. Then the defensive player should make an attempt to delay him until the team defense has gotten into position. As we all know,

this is the most effective way to stop a fast break.

3. Another defensive duty is to prevent a close up shot or any shot at all. When the guard has a choice of covering the man near the basket or away from the basket he always covers the man who is nearer to the basket.

The defensive player should not only use the arms, hands and feet, but should effectively use his voice and eyes.

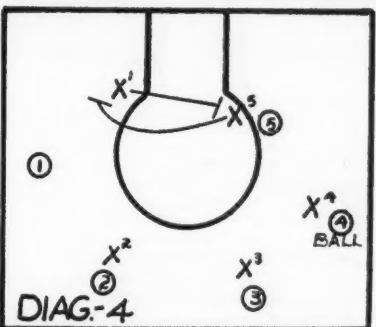
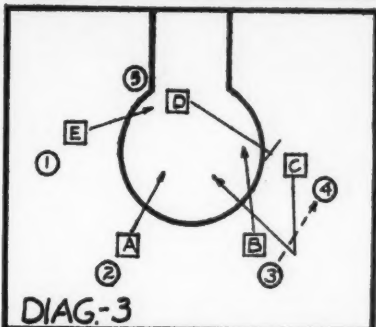
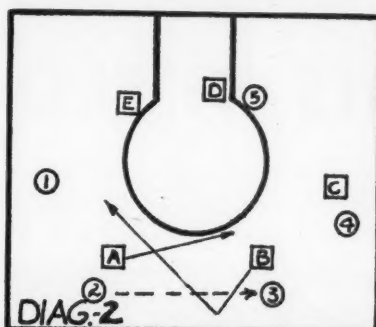
Now, as to our team defense we use what we call a "sagging" defense. In Diagram 1 we have the court divided



into three sections, namely Area A, B and C. Now in Area A, which is under the basket, we feel that we must not allow the opposition to handle the ball. We know that there are too many players who hit consistently in that zone under the basket once they get the ball. Now, in the next area, which we call Area B, we attempt to cover at the spot of the ball and lay back on the off side. When a defensive player's man has the ball in this zone, he always plays on him tightly, attempting to prevent a shot. If he does not have the ball then we stay away from him; and in staying away from a man we always stay on the base line and then move into the middle of the court. The farther the defensive man is from the ball, the farther he can stay away from his man. However, he needs to be in position to move up as the ball moves to his direction. Now, in the outer zone we stay completely away from a man unless we know by scout reports that he is an excellent set shot from this area. If he is, of course we move out to cover him.

Here is a defensive situation which we work on quite a bit and it has paid dividends for us. We call it a cover-up or shift on defensive error.

We encourage our players to attempt to make interceptions, and we have a rule that if the attempt fails and the defensive player has rushed out of position, the teammate next in line must fill in his position for him, and the player who has rushed out of position will then take the position left by his teammate as quickly as possible. Experience has taught that when a player



has been maneuvered out of position, the next attack is always at this point. The opponents rarely ever seem to take advantage of the spot left vacant by the teammate who goes to the rescue. The surprise of seeing the attack stopped completely often paralyzes the opponents for a moment and in that lapse of time the whole defense has recovered. (See Diagrams 2 and 3).

Sometimes we find ourselves playing against a very tall pivot man and we find it often dangerous to let him handle the ball anywhere under the basket so the way we play against this type of team is to play our defensive center in front of their center. Assume that the ball is in the right forward's possession. (See Diagram 4). We would play defensive guard 4 tight and we would float defensive guard 1 well and under the basket. We would play defensive forward 3 fairly tight and float defensive forward 2 back around the center. Now, assume that the right forward shoots a set shot from the side. The duty of guard 1 would be to block off the pivot man. Defensive center #5 would drive across the line to block off the left forward on a rebound situation. It is important in sagging off to move toward the end line in order that vision will not be hindered.

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TENNIS IN FLORIDA

By HARRY FOGLEMAN

Tennis Coach, University of Florida

A TENNIS boom reaching into every corner of the state of Florida is being watched throughout the entire country. Unlike so many promotional ideas, this one has not been permitted to die a natural death, but instead, is growing bigger and better each month. Each year has seen hundreds of teenagers flocking to the tennis courts where good citizenship and character may be developed. Many children today are beginning their tennis careers before their tenth birthday. If one were to visit Miami, Miami Beach, Palm Beach, Daytona Beach and Jacksonville along the east coast and in the Tampa and St. Petersburg areas of the west coast, it would be observed that hundreds of teen-agers are playing tennis on public courts or on courts at tennis clubs. All of these teen-agers are being afforded a chance for instructions from capable teachers. The same conditions are to be found in the middle of the state from Gainesville on the North, to Ocala, Leesburg, Mt. Dora, Orlando, and Lakeland on the south. The enthusiasm which these girls and boys are showing for tennis in Florida could easily be duplicated in other southern states. Certainly, girls and boys in Florida do not possess a greater capacity to learn to play tennis than those of any other section of the country. This increased enthusiasm throughout the state may be traced to several important factors which may serve as a model to create more interest in the game of tennis in other states.

What, then, has brought about this sudden surge in a sport which definitely has been "down" in popularity insofar as the masses are concerned? It could be the wonderful year-round climate that Florida enjoys, but this is only a small consideration when we see tennis activities in the northern states where the game is limited to six or eight months of favorable tennis weather. While it is true that Florida does have an advantage in weather, this certainly is not the principal reason for the great strides being made.

An excellent tennis program designed to reach hundreds of potential players, regardless of their ability, is offered by every institution of higher learning in the State of Florida. These programs include the teaching of both girls and boys to play tennis by offering



Harry Fogleman, A.B., M.A., taught physical education and coached tennis at Duke University from 1935 until he entered Military Service in 1942. Under Coach Fogleman, Duke always produced one of the top net teams in the South. Now in his third year at the University of Florida, he has guided the "Gators" to their first Southeastern Conference Tennis Championship with last year's team that ranked fifth in the nation.

the activity in special physical education classes. Many more students participate in intramural programs and every institution within the state sponsors an intercollegiate program. Through the medium of teaching tennis in the physical education classes in the several colleges and universities, many more persons are being converted into tennis players and fans. The University of Florida now offers a tennis course in its curriculum for those students who are preparing to enter the field of physical education and coaching in high schools. This course is designed to develop skills and knowledges in the basic fundamentals of the game and to teach them how to administer a high school tennis program.

Full-time tennis coaches are employed by the University of Miami, Rollins College, Florida State University and the University of Florida, with every capable part-time tennis coach in the intercollegiate program at Florida Southern College and Stetson Uni-

versity. Intercollegiate tennis in the several institutions throughout the state enjoyed its most successful year during the 1950 season. The past season saw the University of Miami, Rollins College and the University of Florida winning all of their dual meets against the best competition outside of the state. In a national poll conducted during the past summer to select the ten best college aggregations in the United States, Florida placed three teams in the first ten. The University of Miami ranked third, the University of Florida ranked fifth, and Rollins College ranked eighth in this survey. In addition to these national honors, the University of Florida won the Southeastern Conference Championship, and Florida State University won the Dixie Conference Championship. Florida Southern College won the individual singles championship in the Dixie Conference.

Professional instructors are numerous throughout the state and many of these excellent teachers are working the year-round in Florida. Jerry Teegarden, Kenneth Stewart and Joe Whalen are in the Jacksonville area; Sid Summerfield in the Daytona Beach area; with Harold Trezie teaching in Ocala, Leesburg and Mt. Dora. Vernon Marcum handles the Tampa area, "Py" Pyfrom, "Slim" Harbett, and Leo Fullwood are in charge in Miami and surrounding tennis centers. These instructors and numerous others are contributing a great amount of time to the development of tennis for all age groups. Many professional tennis instructors also are employed by recreation departments and are reaching potential tennis players in the public parks by means of free clinics and group instruction.

One of the most significant factors in the Florida "tennis boom" is the outstanding interscholastic program which is being developed by many high schools. The Florida High School Athletic Association, through its Executive Secretary, Mr. Lafayette Golden, is promoting tennis and many other activities to their fullest extent. High schools throughout the state are encouraged to organize interscholastic teams for both girls' and boys' competition. At the 1949 coaching clinic conducted by the Florida High School Ath-

(Continued on page 48)

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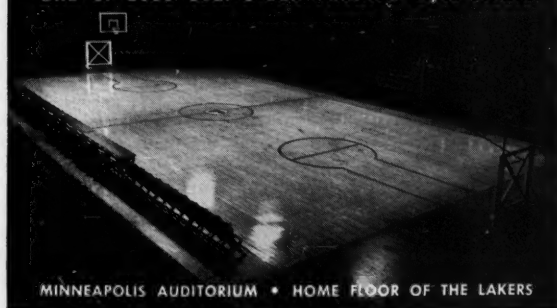


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EARLY SEASON BASKETBALL PRACTICE

By JOEL EAVES
Basketball Coach, Auburn

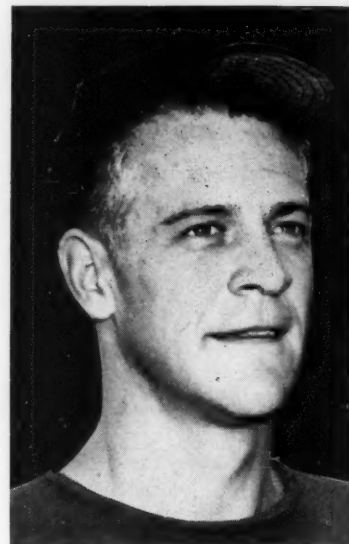
As we began planning for the coming season, the first problem was how to conduct the early season work in the most effective manner. Last year we started night practice on the 4th of October and held five practice sessions a week until about November 1. At that time we began practicing Saturday mornings as well as the five nights a week. This continued until November 28 when our game schedule started. We felt that all this work was necessary due to a change in our style of play from the slow, deliberate game to the faster style. However, our team was both physically and mentally tired the last three weeks of the past season, and we felt that this could be attributed to the long practice period plus a schedule which required a great deal of travel with games played very close together.

This year we revised our ideas to the following. Practice started on October 11, and while players were required to work out, there was no set time to start nor amount of time to practice. It was practice "on their own" without direct supervision. Bill Lynn, our freshman coach, had his squad on the floor at the same time, but no direct control was intended nor implied.

Naturally this lack of control could have an adverse effect, but to offset this we had previously given each player a typed list of things he should work on (mainly individual skills), and his last year's game record on shot percentages from certain areas, mistakes, rebounds, assists, etc., served as a practice guide. This plus the fact that the season would soon be under way gave the proper incentive and desire to work.

Here is what we believed was accomplished:

1. A better conditioned squad when formal drills started. Most of the boys worked out an hour and a half each day.
2. Helped avoid the sometimes irksome feeling brought about by long, strict practice.
3. When drills started, we could handle the ball much better than if these had been the first workouts.
4. Virtually eliminated the chronic foot troubles, having only three boys with blisters. We are using a different inner sock, but do not force the use of any training room preparation to aid in toughening the feet.



Coach Eaves graduated from Auburn with honors in 1937. Following outstanding success as a coach at Seawanee, in the service and in Atlanta high schools, he returned to his alma mater as varsity basketball coach and assistant football coach in 1949. In his first year there his team won 17 and lost 6.

5. New boys received help and instruction from older, experienced players, as time was not a problem.

6. Had time to spend on individual skills, maneuvers, and developing new shots. We believe strongly in individual ability and spend considerable thought and time in attempting to make each boy a well rounded player.

7. More work with two on two or three on three set-ups, which they like, and is something we do not have time to work on much during the season.

8. Players had their evenings free to study and could get to bed at a normal hour. Due to class schedule and football duties, we must work mainly at night, which is very hard on grades and physical condition.

Regardless of the outcome of our season's play, I feel that our squad benefited from this type of work which could also be used, and probably is, in many high schools.

ONE MAN COACHING STAFF

By JOE CARUSO
The Coaching Staff,
Henderson (N. C.) High School

I WILL in this article take up the organization of an athletic program for the benefit of the coaches who may be in the same position I have been, and still am, that is a one-man coaching staff. Many articles are written on the technical points of football but I will attempt to pass along to those coaches the aids and experiences that I have had as a Director of Athletics and Coach of all sports. A one-man coaching staff.

Some coaches have a hard time coaching the varsity teams of our three major sports: Football, basketball, and baseball. After 13 years of coaching experience of working alone, I have been able to conduct a High School Varsity Program and Jr. Varsity Program in the three major sports as well as conduct a Jr. High School Program in football. This along with 4 regular classes. My classes up to this year were in Physical Education. They are now in Algebra I. I might add that I like being in the Academic class better.

How can one man do such a job and yet find time to live? There is only one answer and that is you have devoted your life to coaching and that is what you must do. Oh, I know it is nice to have a 3-man coaching staff in football, but all schools are not that fortunate. Do not sit around pitying yourself but accept the fact and go to work.

In football, we start in the spring and check through fundamentals, but how can I handle a squad of 85 boys? I ask my seniors and the varsity boys to assist me. We have group drills and I place each group in charge of a graduating senior, or a varsity player, who has played the position. You will be surprised how these boys are willing to pass along the information concerning fundamentals. In fact some time they demand perfection while a coach may make allowances. These boys can teach proper position, stance, charge, pulling out for linemen; Ends are taught to crash or drift out using hands and cross-over step; whom to watch in backfield, etc.

Backs are taught how to hold the ball, running position and running steps. These are fundamentals that a coach can place safely in the hands of the above-mentioned student leaders and get a valuable job done. I will go around from group to group to see that



JOE CARUSO

all fundamentals are properly given and received. With an encouraging word, a suggestion here and there we get the work done.

We then work into team groups having about 7 or 8 teams. Each team will run dummy scrimmage against another squad. I check each squad every day.

In the fall, having laid the groundwork for group drills in the spring, it is no trouble to get back to work. My Varsity and Jr. Varsity work together while my Jr. High squad works at the other end of the field. I let my student manager look after the Jr. Varsity for me and during the year when boys on the Varsity squad are injured I let them assist with the Jr. High squad. However, every day for at least 15 minutes after Varsity and Jr. Varsity practice I check the Jr. High squad in dummy scrimmage. We spend more time teaching and running plays with our Jr. High group than we do on fundamentals. We believe to keep a boy interested in the Jr. High level is the most important factor. Teaching of fundamentals will come gradually during the season and as boys make mistakes.

For Varsity practice the linemen work on one end of the field pushing the charging machine, pulling out, work on blocking for passers and kickers, and check blocks for their positions, while I work with the backs. The next day I will work with the linemen

while backs are working on pass defense, running steps, and ball handling. This work is for Varsity and Jr. Varsity boys.

We then have dummy scrimmage and we insist on boys watching the man running plays from his position. We will not tolerate lying around or talking during these drills. As we make corrections on changes for any position we expect all boys to make such corrections and know the corrections even though he has not run the play. We will dummy scrimmage one day against a 5, the next against a 6 and the next against a 7. We keep alternating this practice until the season begins, and then run only against the defense we expect our opponents to use. One drill we use every week for about 15 minutes is to have the defense change at the last second in order to watch the reaction of the offensive linemen and see if they are making the necessary blocking adjustment. This is a very important drill for us.

The Jr. Varsity squad attends all varsity meetings for we feel that in explaining defenses against the various offensive formations they will know or understand the defense when called upon to execute it. Therein we save a lot of time.

For scouting I will send one of my injured ball players or a former player still in town. We do not ask for as complete a report as some coaches desire. All we ask our boys to do is diagram the backfield on every play and how they execute the play. From this we work on our defense. It may not be complete but it has helped us a great deal.

My student managers have charge of equipment, that is giving out and taking in, they also send equipment out to laundry and look after medical equipment. This is their responsibility. I check every once in a while to see if things have been coming along fine. I might add that I have been blessed with good managers and this helps a good deal. We use 3 managers all the time.

Our Jr. High plays a schedule of 4 games and playing on Wednesday nights. Our Jr. Varsity has a schedule of 6 games and play on Tuesday nights.

(Continued on page 50)

SOUTHERN SCHOOLS

(Continued from page 10)

ATHLETICS AND PHYSICAL EDUCATION

Presbyterian College offers a program of athletics and physical education which it feels will compare favorably with that of any other small college in the nation.

Seven intercollegiate sports, modern facilities, a broad intra-mural slate and a staff of well-trained instructors form the core of this program which each year sends a number of graduates into the coaching profession. That these points are strong drawing cards for the college is indicated by the fact that

coaching ranks third among the positions undergraduate students are training themselves to fill.

Football, basketball, baseball, track, tennis, golf and wrestling are the seven sports in which Blue Stocking teams compete, with the first five given major emphasis.

Presbyterian record books show more success at tennis than any other sport, and the college rates high as a Southern net power. Blue Stocking strokers stand unchallenged along the South Carolina front, having won the state tennis title with ease for the past ten consecutive years, and they tour the Southeast each spring to meet the best teams of this area.

As everywhere, however, football is the most popular sport; and Coach Lonnie S. McMillian fields a tricky team which mixes passing and ground speed into the split-T pattern. For the past two years, the Blue Stockings have played schedules rated by sports writers as the toughest among the smaller colleges. Four Southern Conference teams—almost enough major college competition to give P. C. "major" rating, too—were encountered by Presbyterian in both 1949 and 1950. And in these eight "bigtime" games, the Hosemen scored three upset victories.

A five-man staff handles the coaching duties and the physical education instruction at Presbyterian. Supervising the program is Athletic Director Walter A. Johnson, genial dean of Southern sportsmen. McMillian serves as head football and track coach, and the athletic department this year strengthened its staff by giving him two top Southern athletes as assistants: Gene Lorendo of the University of Georgia and Sid Varney of the University of North Carolina. In addition to their duties as football assistants, Lorendo coaches basketball and Varney handles the baseball squad. Jim Leighton, a ranking professional, coaches the strong Presbyterian tennis team.

Intra-mural activities are carried out in all of these sports and in others to give all students the opportunity of athletic competition. Every student on the P. C. campus takes advantage of this program in some manner.

Presbyterian College points with particular pride to the facilities available for these activities. Its football plant is well-lighted, has a capacity of 5,000 and provides a sound-proof radio and press box. Circling the football field is a track, long recognized as the best in the state, where P. C. serves as annual host to the South Carolina Intercollegiate Track and Field Meet.

LeRoy Springs Gymnasium offers basketball facilities which are also used for high school tournaments. And adjacent to the gymnasium is an indoor swimming pool, the first to be built in South Carolina.

Hard-surface, all-weather tennis courts are used for student, team and exhibition play. They are also the scene of the annual state intercollegiate tennis tournament and the state high school tennis meet, with Presbyterian serving as host for both of these events. Some of the world's all-time great amateur and professional net stars have played exhibition matches on the P. C. courts.

Other important parts of the Blue Stocking athletic plant include a baseball field and a 5-acre plot used for

(Continued on page 49)

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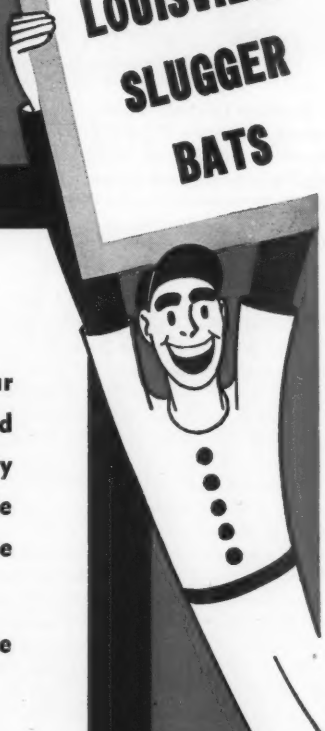
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As Seen by COACH & ATHLETE . . .

GAME HIGHLIGHTS

By JOHN S. MCKENZIE

Feature Editor

Another football season, replete with upsets, is history. COACH & ATHLETE adds these comments on some of the last regularly scheduled games in the south this year.

November 11 . . .

V.M.I. 14, GEORGIA TECH 13

One of the most unusual things about this game was the final score. Seldom can the well-drilled Keydets from Virginia expect to take the stingers out of the Georgia Tech Yellow Jackets. In fact, in nine previous meetings the soldiers had failed. Then, too, the V.M.I. coach, Tom Nugent, had confessed to a premonition of victory before the game, most unusual behavior and not at all protocol for a coach.

V.M.I. showed their heralded "T" formation, an interesting if ineffective offensive set. It was straight "T" stuff, featuring passes, that upset the Jackets.

One of the most picturesque pass plays occurred early in the game. From an unshifted "T", Jimmy Coley faded to pass on his own 22 yard line. The V.M.I. quarterback arched a floater, a mile high, well down the far sideline. End Neal Petree, operating at full throttle, seemed to look straight up at just the right moment to pick the

pigskin out of the blue (Sketch 1). It was an over-the-head catch as contrasted with the over-the-shoulder type of catch. This play started the 75 yard drive that netted the Flying Squadron their first score.

Stars: Petree, Stump and Coley for V.M.I.; Beck, Weigle and Harvin for Georgia Tech.

November 18 . . .

CLEMSON 57, FURMAN 2

This particular track meet afforded spectators an opportunity to watch Orange Bowl-bound Clemson run through their plays with little or no interference from a gallant but seriously under-manned Furman eleven.

Clemson takes no chances. Even on the pre-game toss of the coin they send out five co-captains instead of a meager one or two representatives. The Tigers have also taken out an insurance policy on their football future by enlisting the services of sophomore sensation Billy Hair. When it wasn't Fred Cone driving through to go "all the way", it always seemed to be the fleet-footed Mr. Hair (Sketch 2). This Clemson soph

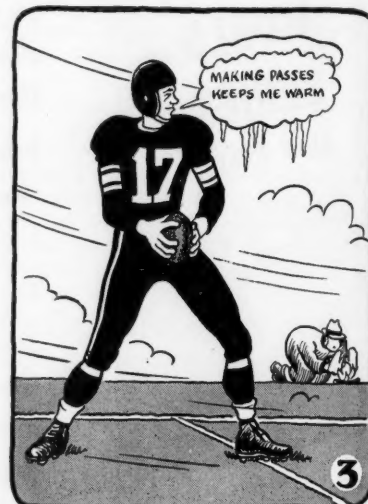
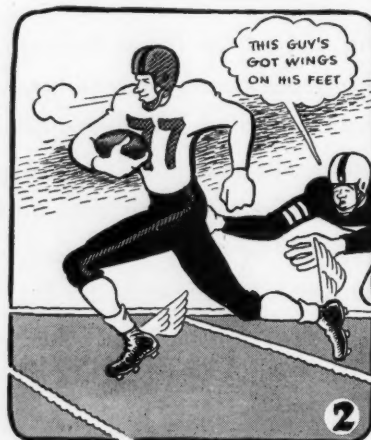
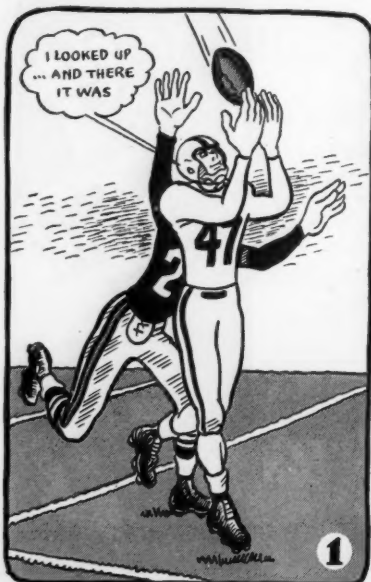
Stars: Cone, Hair, Calvert and Hudson for Clemson; Moate, Wham and Shook for Furman.

November 25 . . .

DUKE 7, NORTH CAROLINA 0

On a bitterly cold day that left most stadiums all but empty, Duke slid by North Carolina in a mild upset. An estimated 40,000 fans piled on clothing but still suffered in the frigid climes of Kenan Stadium at Chapel Hill.

Duke's Billy Cox was the man of the hour. Early in the third period he wrapped his freezing fingers around the ball for a climax pass (Sketch 3). From



seems to be quite an asset on pass plays, too. He threw two touchdown beauties to Bob Hudson, then took turn-about, and caught several passes himself. The only thing that seemed to slow Sophomore Billy down was the mileage . . . those runs of 87 and 70 yards left him plumb tuckered out.

the North Carolina 34 he faked a short pass and then shot a long one to Tom Powers on the N. C. 5. Powers just backed up three yards, turned and fell across the line as he was tackled.

Cox spent the rest of the afternoon running with the ball, making sufficient first downs to prevent N. C.'s having the ball long enough to complete a drive.

Stars: Cox, Powers and the entire defensive team for Duke; Gantt, Hayes and Bunting for North Carolina.

December 2 . . .

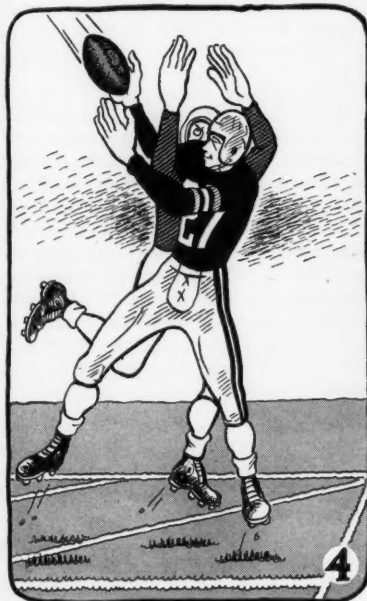
GEORGIA TECH 7, GEORGIA 0

Tech had about as much chance to beat Georgia as Navy had to beat

Army. So Navy beat Army and Tech beat Georgia. It could only happen in football.

Tech, tapped by destiny, kept the ball game interesting. Although greatly outgained in yardage, the Yellow Jackets kept clear of trouble with a solid defense and an uncanny knack for pass interceptions and fumble recoveries.

The play of the game was Bobby Moorhead's pass interception in the Tech end zone. Moorhead had selected Georgia's John Duke as a nice guy to be near on the play and sure enough the pass headed in that neighborhood (Sketch 4.) Moorhead negotiated a



catch after a great leap, despite a concurrent fond embrace from Mr. Duke. Moorhead actually achieved possession with one hand as he fell to the turf.

Stars: North, Sheffer, Beck, Rudolph and Moorhead for Georgia Tech. Mixon, Field, Merola and Brunson for Georgia.

EDITOR'S NOTE

This concludes the series of football "Game Highlights." Its reception has been so gratifying that we are now planning to continue it throughout the year, covering other sports and events.

For their cooperation and courtesies extended our representative, we wish to thank these publicity men: Frank Lee, Alabama; McNeil Howard, Clemson; Dan Magill, Jr., Georgia; Tucker Musser, Tennessee; Jake Wade, North Carolina; Elmore Hudgins, Vanderbilt.

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TRAVELING 'ROUND THE Southern Conference

with JACK HORNER

Special Staff Correspondent

Three Southern Conference products starred on Canadian gridirons during the past season. . . . Performing in the Big Four Union Football League were Bill Gregus, halfback with the Hamilton Tiger-Cats; Ray Cicia, guard with Montreal Alouettes; and Howard Turner, halfback with Ottawa Roughriders. . . . Gregus and Cicia ran afoul of scholastic traps at Wake Forest last year, while Turner graduated from N. C. State several years ago and has been an outstanding star in Canada since. . . .

When 33,000 spectators turned out to see the University of Virginia beat William and Mary the past football season, it was called the largest crowd ever to see a college game between two Virginia schools. . . . North Carolina has booked Miami University for an Orange Bowl date on Nov. 28, 1952. . . . Bill (The Bull) Miller, brilliant Wake Forest ball carrier, is being called the fastest and hardest hitting fullback seen on a Southern Conference gridiron in years. . . . Miller has another year of eligibility. . . . He's a 210-pounder from Suffield, Conn. . . .

For the fourth straight basketball season, the Washington and Lee Generals have a new head coach. . . . He's F. Scotty Hamilton, former West Virginia University star. . . . The Generals have booked no less than 19 conference games. . . . The magazines are touting two loop players for All-America. . . . They are Capt. Sam Ranzino, senior forward at N. C. State, and Dick Groat, junior guard at Duke. . . . Ranzino sparked N. C. State to third place money in the N. C. A. A. Tournament in Madison Square Garden last March, while Groat was a sophomore sensation who sparked Duke into the conference tourney finals where the Blue Devils lost to N. C. State, loop champion for the last four years under Ev Case. . . .

When Virginia Military Institute nosed out Georgia Tech 14-13, it was considered one of the greatest football victories in the military school's history. . . . And the Keydets pulled the feat to spoil Tech Coach Bobby Dodd's birthday. . . . Wake Forest, which beat Duke and North Carolina and tied N. C. State, won its first State Football Championship since 1924. . . . Wake Forest hadn't defeated both Duke and North Carolina in the same season since 1926. . . . Coach Peahead Walker's Deacons lose only seven players next year, and only two of them are first stringers. . . . They are tackle Jim Staton and guard Bob Auffarth. . . . The entire offensive backfield is composed of juniors. . . .

Due to a serious illness, K. C. (Gerry) Gerard, Duke's basketball coach, was given a leave of absence in late November. . . . He was replaced by Harold Bradley, athletic director and basketball coach at Hartwick College, Oneonta, N. Y. . . . In his three years at Hartwick, Bradley's teams won 50 of 68 games. . . . He's 38, married, and father of a son and a daughter. . . . South Carolina's one-man scoring machine, Jimmy Slaughter, six-foot-eleven center, gives promise of making the Gamecocks a strong threat for the conference cage title. . . . Slaughter, who hails from Roanoke, Va., paced the loop point-makers last season. . . .

Winning a spot in Wake Forest's Hall of Fame was great news to unsung Dickie Davis, 137-pound Deacon substitute quarterback. . . . It was Davis who threw the winning touchdown passes which brought Wake Forest identical 13-7 victories over Duke and North Carolina. . . . The irony of this story is that Davis applied for admission at both schools before casting his lot with the Deacons. . . . He's a native of Wilson, N. C. . . .

N. C. State has made elaborate plans for the second edition of the Dixie Classic, scheduled for the 12,000-seating Coliseum on December 28-29-30. . . . Matinee and evening doubleheaders will be played each day, and N. C. State, Duke, Wake Forest and North Carolina will battle it out with Navy, Tulane, Colgate and Rhode Island State. . . . The latter school is the only visiting team returning for a second straight appearance. . . . The host N. C. State quint won the title last December. . . . Last year's Dixie Classic was so successful it will be an annual affair in the future. . . . Besides Rhode Island State, the visiting schools which participated in last year's tourney were Georgia Tech, West Virginia and Penn State. . . .

Conference circles were happy to see Herman Hickman, the ex-Tennessean, receive a new 10-year contract as head football coach at Yale. . . . Hickman served as line coach at Wake Forest and N. C. State before going to Army and then Yale. . . . A. Heath Whittle, track and cross country coach at Davidson College, has been named president of the newly-organized Southern Conference Cross Country Association. . . . The new group was formed to further interest in cross country among member institutions. . . . Only 10 loop schools entered this year's conference meet. . . . Tom Fitzgibbon, cross country coach at N. C. State, and Willis Casey, assistant athletic director at N. C. State, are vice-president and secretary-treasurer, respectively, of the new organization. . . .

Maryland rules as champion of the conference in soccer for the second straight year. . . . The Terrapins wound up the season undefeated in four loop matches, while they won eight out of 10 against all comers. . . . North Carolina, which enjoyed sellout crowds at home contests for four years during the Charlie Justice era, had only one sellout this football season—a crowd of 46,000 sitting in on the Duke game. . . . Attendance was off all around the conference this year. . . .

One of the most promising sophomore linemen of the season was John Kreamcheck, William and Mary guard. . . . Kreamcheck is also one of the biggest at 235 pounds. . . . The six-foot-four giant hails from Vestaburg, Pa., and served four years in the Marine Corps during the last war. . . . North Carolina followers believe they have another Choo Choo Justice in Billy Williams, triple threat ace of the Tar Baby Freshmen. . . . Williams not only is an excellent passer, a fine kicker and a very shifty runner but he boots extra points. . . .



Texas Round-up

By **STAN LAMBERT**
Southwest Representative

RECLASSIFICATION IS HERE

After three years of waiting the Executive Committee of the UIL finally took the bull by the horns and came out with an "in toto" reclassification of all schools in the League. This is by far the most far-reaching reform in the League's 30 year history. At this writing, your correspondent is not able to make a full report because parts of it are still in the blueprint stage; however, we do know enough about it to give a general outline of the changes and to discuss them from several angles.

At this stage in the planning the new setup will call for four state champions in football and basketball in the following classes:

1. Class AAAA: Eight districts. Student body 850 and above. May vote in 750 and above.
2. Class AAA: Eight districts. Student bodies 450 to 849. May vote in 375 and above.
3. Class AA: Thirty-two districts. Student body 200 to 449. May vote in 175 and above.
4. Class A: Thirty-two districts. Student body 115 to 199. May vote in 100 or more.
5. Class B: Thirty-six districts, nine regions of four districts each. One hundred fourteen and under.
6. Six man football: One hundred sixty-eight teams in Texas.

COMMENTS AND OBSERVATIONS

Since the plan has not been announced and the writer is pledged to secrecy, we have not had the opportunity to canvass the coaches for reactions nor has the Coaches Association expressed an official view on the subject. However, the latter factor doesn't make too much difference so far as this column is concerned because this is the only writing that we do that does not necessarily reflect the official policy of the THSCA. With that in mind we are going to make some "horseback observations" at this early stage that may or may not change after we have had the opportunity to see the final draft and have the benefit of the high school coaches' opinions after they have had time to think about it.

How do we think the various coaches will react? Well, we know enough about human nature in general and football coaches in particular to know that the great majority of them will like or dislike it in accordance with how it affects his own local situation. That is the human reaction. In fact that is exactly the reason that the Executive Committee set up the new order without the benefit of any recommendation from the Advisory Council, which is composed of school administrators. The school men would have taken the same viewpoint in setting it up. Whether this is the answer or not we are not prepared to say; but we will say with emphasis that it was set up by men very familiar with the situation, yet did not have to protect any particular school or area. They had one objective in mind: To draw up a plan that would do the greatest good for the greatest number and to hurt the few as little as possible. Whether this plan will accomplish that objective remains to be seen.

Anticipated Reactions Analyzed

In order to appreciate this writing the reader must keep

in mind that this is being written before the plan was announced to the general public. We think that we can just about classify those that will be for it and those that will oppose it.

Those who favor it will fall into two general classifications:

1. The coaches in schools just over 500 students, who have been forced to play in Class AA against schools with student bodies ranging up to 1500 and 2000.
2. The coaches in the present City Conference who are sick of that entire setup.

Those who will oppose it will just about fall into three classifications:

1. Those who have been dominating their present districts and will be forced to play two or more strong opponents before winning even a district championship.
2. Those who are "voted in" to a higher classification every year and will be caught by the "compulsory classification" feature of the new setup.
3. Those whose district boundaries have been pushed out thus forcing them to travel greater distances than they are accustomed to traveling. There will be some really honest "conscientious objectors" in this classification, or to describe them more accurately, a few will have cause for righteous indignation. However, a few will probably hide No. 1 above behind this smoke screen. Before anyone builds up too strong a case on the travel angle he had better be sure that his present non-district schedule will not defeat that argument.

The Advantages, As This Writer Sees Them

1. The new plan will equalize competition. After all, that is the main objective anyway. Thus it should eliminate some injuries due to unequal competition, and save some schools the embarrassment of having to play an opponent who has them outclassed year in and year out.
2. It will provide more district games — that is, games that count in League standing. Experience has proven that these are the ones that fans want to see anyway. Thus it follows that the teams will be allowed to make more money to turn back into richer programs. Whether they will make enough more money to offset the greater travel costs remains to be seen.
3. It will take some pressure off the coaches because winning a district championship will mean much more than it ever did before — and a state championship, that will really be something. Having four champions instead of two will distribute this honor to more men in the profession.
4. It kills the City Conference which has never been satisfactory either to those in or out of that conference. If any of our readers care to, they can check our writings on this subject ever since the CC came into existence. Our first column after the plan was announced had a paragraph entitled, "This Ain't It" in which we expressed disappointment in the new plan, and announced that we would "give the plan three years, and at the outside five years" to live. While

(Continued on page 35)

STARTING A GYMNASTIC PROGRAM FROM SCRATCH

By HARTLEY D. PRICE, PhD.

Professor of Physical Education, Florida State University

(EDITOR'S NOTE: This excellent article by Dr. Price, carried in two installments, will be concluded in the January issue.)

I. Definition of Physical Education*

Ideally, physical education should endeavor to contribute to the effective integration and to the joyous development of the individual physically, mentally, morally, and socially, through the agency of big-muscle play activities that are presented according to the needs, capacities, and interests of the developing individual, and in genetic sequence so that the problem-solving patterns of conduct on the one hand, and the development of a self-disciplined, integrated personality on the other hand may become effective in a forward-moving social setting.

II. Objectives of Physical Education

The Department of Physical Education at Florida State University is concerned particularly with the following objectives in the service curriculum:

- A. The development of fitness, both physical and mental.
- B. The development of certain social and ethical qualities which characterize the good citizenship in a democracy.
- C. The development of skills and interests for leisure both now and for the future long after the student has left school.

These objectives are appropriate for

any program of physical education in school, club, Y.M.C.A., college, or university.

III. Program of Activities

The effectively balanced program of physical education should include the following types of activities:

- A. Team Sports.
- B. Individual Sports.
- C. Rhythms.
- D. Aquatics.
- E. Gymnastics and tumbling.
- F. Combatives.
- G. Open Country Sports such as canoeing, hiking, mountain climbing, ice skating, skiing, water skiing, and other activities pertinent to the locality.

IV. Gymnastics in the Program

Of the foregoing group of activities, let us concern ourselves with the values of gymnastics and tumbling. Years of observation and experience have seemed to prove that participation in gymnastics and tumbling contribute largely to improved abdominal and upper body strength. Moreover, agility, power, flexibility, body balance, and general coordination is also improved.

Desired results may be brought about when provision is made for, and when actual participation is encouraged in the following type of activities:

1. Supporting and hanging (apparatus stunts on the horizontal bar, parallel bars, side horse, and rings).

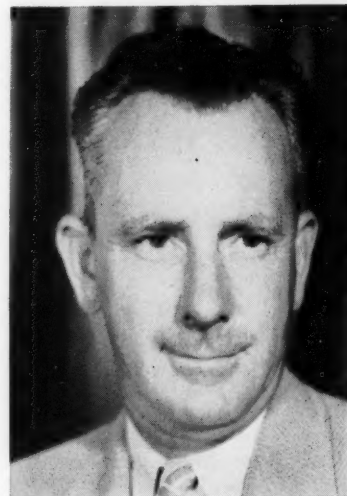
*Unpublished Ph.D. Thesis, Establishment of the Principles That Are Essential for the Realization of the Objectives of Physical Education (Hartley Price).

2. Climbing.
3. Vaulting.
4. Balancing both in the upright position (balance beam) and inverted position.
5. Tumbling and trampoline.

V. Status of Gymnastics

Prior to World War II interest in gymnastics was at a somewhat low level due perhaps to four main causes:

- A. The incorrect and sometimes uninspired teaching of gymnastics by strict, formal methods.



Dr. Price, a native of Brisbane, Australia, is a graduate of Springfield College, where he received his BS in Physical Education in 1927. He then attended the University of Illinois, earning the BS and MS degrees in General Education. He received his Ph.D. degree from New York University in 1946.

While coaching at University of Illinois, Coach Price's gymnastic teams won five Big Ten championships, three National Collegiate championships and one National A.A.U. championship. He also coached six championship soccer teams while at Illinois.

Last year was the first for varsity gymnastics at Florida State University. The FSU team, directed by Coach Price, won the Florida A.A.U. Open Championships, the Southeastern A.A.U. Open Championships, and the Mid-western Open Inter-collegiate Championships.

Dr. Price is author of numerous manuals, books and articles on gymnastics and is President of the Southern Gymnastic League.



- B. A recreational philosophy that stressed fun rather than the desire for physical fitness.
- C. A widespread dearth of capable and enthusiastic teachers.
- D. The belief that gymnastics was too hazardous to include in the program.

Attempts are being made to remove, remedy, or modify the faults, and gymnastics is expanding rapidly. The majority of leaders in the physical education profession are aware that strenuous, challenging and progressively complex activities are needed in a sound recreational program. Gymnastics lends itself admirably to such a program.

VI. Appeal of Gymnastics

The self-discipline that is required in an activity like gymnastics is a desirable quality. The learning of gymnastics stunts is appealing, challenging, and satisfying both to the beginner and to the polished performer. So diversified are gymnastic stunts that the youngest toddler may learn and enjoy performing simple tricks, while the oldest enthusiast may continue to maintain relatively normal physical fitness by means of enjoyable workouts. Gymnastics may be adapted effectively to fit the needs of the very young, the growing youth, the mature, the middle-aged or the older individual, regardless of physical size or condition. The activity does not depend necessarily upon elaborate or expensive equipment. Gymnastics has great carry-over value to leisure time.

Promotion of Gymnastics

If gymnastics is to be promoted successfully, considerable attention should be given to two main factors:

1. Safety of the performer. The art of spotting or guarding should be stressed.
2. Adequate motivation devices.

Adequate Motivation Devices

Some devices that may be used advantageously are:

1. Stunt charts that represent goals and challenges. Such goals, under wise guidance, stimulate the individual to develop himself to full potentiality.
2. Set standards of achievement.
3. Promote shows or exhibitions periodically.
4. Provide an opportunity for competition either on an intramural or a varsity basis.
5. Organize a gymnastic or tumbling club.*
6. Display series of gymnastic pictures that help in learning new stunts.
7. Take pictures of the performers for display purposes.
8. Encourage gymnasts to:
 - A. Spot each other.
 - B. Help each other.

★ FIRST ANNUAL ★ GYMNASTICS MEET

Daytona Beach, Florida
December 18 through 23

All gymnastics enthusiasts are invited and urged to attend. Housing and meals are reasonably priced — \$1.00 a day for housing, and as little as \$2.25 a day will take care of meals.

Direct all inquiries to

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Technology,
ATLANTA, GEORGIA

9. Obtain favorable publicity for the sport.

10. Dovetail gymnastics with other activities; i.e., demonstrate that tumbling fundamentals effectively and literally dovetail with other big-muscle activities such as football, baseball, basketball, track, etc., in which the art of falling safely is an essential.

Establishment of the Gymnastic Program

In a State where gymnastics was almost unknown until comparatively recently it was first necessary to awaken interest in the activity. To achieve this end, Larry Griswold, "The Clown Prince of the Trampoline" voluntarily staged a splendid performance on the campus at FSU. Audience participation was encouraged following the show, and the response was excellent. Interest was spontaneous, and the teaching of tumbling was started that week, with three children in the group. Perhaps the best means of advertising the value of a new activity is by introducing it to the younger children.

The activity gradually reached out to include children of Tallahassee in both the elementary and the high schools. College students were invited to learn elementary skills with the children. The progress made by both groups has been incredible. Members of the older group considered that they, too, could master tricks as satisfactorily and as easily as the young folks seemed to. This joyous and desirable attitude is continuing throughout the program, with each group stimulating the other to better achievement.

It would seem to follow, then, that the program must reach many more people if they actually are to see the benefits that may be derived from par-



Bill Roetzheim, outstanding performer on Florida State University's Gymnastic team. Roetzheim won the National All-around A.A.U. Gymnastics title this past season for the second straight year.

ticipation in gymnastics. The Florida State University Gymkana Troupe now is organized in such a manner that it can go to a school and demonstrate to students, teachers, parents, and general public the benefits and privileges of this phase of a balanced physical education program.

Equipment Not Necessary

Even simple equipment is not absolutely essential when beginning a program from scratch. An enthusiastic, capable leader with sufficient drive and initiative can start the activity. A level, grassy spot is a good beginning-teaching area. Practice should be closely supervised. A practice period should be established so that participants may practice regularly. A towel may be used as a safety belt.

*The author has called his organization GYMkana since 1935. His University of Illinois Gymkana (1935-1942) appeared at the 45th Convention of the AAHPER at Hotel Stevens, Chicago. His troupe at Campaign McKinley Y.M.C.A. (1946-1948) was called Gymkana. Likewise, his troupe in Tallahassee, Florida, is called GYMkana.

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Scout Report

By DWIGHT KEITH

ATTENTION, GEORGIA HIGH SCHOOL COACHES

With the 1950 football season over, it is time to begin planning for the 1951 Coaching Clinic. It is more important than ever that we plan carefully, and that our plans be carried out with resolution and enthusiasm. The Directors of the Georgia Athletic Coaches Association will meet in Macon Sunday, January 14, to inaugurate plans for our "best yet" Clinic.

All-Star Nominations

One of the important things which will be done at that meeting will be selection of the All-Star football players who will be invited to participate in our Clinic and All-Star game next August. All high school football coaches are urged now to give serious consideration to this and mail in their nominations before that date. They may be mailed to the Secretary at 115 Walton Street, N. W., Atlanta, Georgia, or to your District Director. The 1950-51 Directors are as follows:

1. Hyman Oliver, Commercial, Savannah
 2. Bob Sperry, Albany
 3. H. D. Butler, Columbus
 4. Jim Cavan, Griffin
 5. J. E. DeVaughn, Brown, Atlanta
 6. C. H. Cofer, Louisville
 7. John Davis, Rome
 8. Vassa Cate, Waycross
 9. D. T. Smith, Canton
 10. V. C. McGinty, Athens
- At Large — North, R. L. Doyal, Marist, Atlanta
At Large — South, Selby Buck, Lanier, Mason

Every year we find that some worthy boy has not been considered due to negligence on the part of his coach. Coaches are asked not to list all their Senior players, but only those worthy of this honor. Include the following information with your nominations: age, weight, height, position and, if you wish, a statement regarding any special qualifications he may have, such as punting, passing, running, defensive play, etc.

Clinic Lecturers

If you have in mind certain coaches you would like for the Board to engage, make your wishes known to your District Director. It is always the desire of the Board to carry out the wishes of the coaches they represent.

Football Coach of the Year

Ballots have gone out for football coaches to vote on the football "Coach of the Year" in the State of Georgia. This preliminary ballot will be to name the "Coach of the Year" for each of the four regions in Classification AA, B, and C. Football coaches in Georgia who for any reason did not receive a ballot may participate in the voting by simply writing the name of your choice on a sheet of paper and mailing it to the Secretary at 115 Walton Street, N. W., Atlanta, Georgia. Vote only on coaches in your own region. From the 16 coaches that are chosen on this first ballot, the

membership of the G.A.C.A. will select a football "Coach of the Year" for the entire State of Georgia, irrespective of classification.

Financial Ups and Downs

Since there are a lot of people, including some of our own members, who think that the G.A.C.A. is "fixed for life" financially, an explanation as to why we are back in the red is in order. Why is it that the G.A.C.A., with a larger All-Star game attendance than most of the other Associations, does not have a fatter bank account? The answer is that in spite of our larger attendance, we have less "take home pay." It is just that simple. The Association was never set up with the idea of making money — except insofar as it was needed to finance our program. Anything in excess of that amount will always go to some worthy cause. With that philosophy as a working basis, the Association has set up a budget little short of anticipated receipts, but not providing for a necessary reserve fund. As a result, our receipts last summer ran about half what was expected, based on previous years experience. Consequently, when the rain came the night of the game and the Atlanta Baseball Club was playing to a Ladies' Night crowd the same evening, receipts fell short of expenditures to the tune of \$1,529.77. With the balance we had on hand we were able to weather the storm, but it left us without sufficient funds to carry on our program during the current years. The Board had to make arrangements with the Bank to carry us until the next Clinic. Until somebody figures out a way to spend money and keep it too, we will always face this danger — unless we build up a reasonable reserve fund. If you will read "Whity" McLucas' column in the November issue, you will see what I am talking about. The Florida Association had no expense of equipping their All-Star squads. We spent approximately \$3,000 for that item. They had no training room expense. Ours ran \$750.00. They had no housing expense for the players. Ours ran \$1.50 per day per man. Take the case of Texas. The host city underwrites a liberal portion of the Clinic expenses. We get no underwriting of any kind. We are paying full market price for everything, and we are carrying a very ambitious program. I am calling this to your attention so that you will realize how important it is that we push advance ticket sales for our 1951 Clinic. Definite plans regarding this will be announced soon, and every coach in the State, particularly those who have boys on the All-Star squad, will be called upon to play an important part in our plans.

Public Relations in Athletics

Your editor has been asked to speak at the Convention of Health, Physical Education and Recreation in Richmond, Virginia in February on the subject of "Public Relations in Athletics." We would like for our discussion to reflect the thinking and experience of the high school and college coaches, athletic directors and publicity men, rather than our own. We will, therefore, welcome any suggestions which you may have to offer. What factors present the greatest

problem in public relations in your Conference and what suggestions can you offer for improving our public relations in athletics? Recruiting of athletics; over-enthusiastic Alumni; un-sportsmanlike conduct by players, coaches and spectators; poor officiating at games, poor handling of press boxes, are some of the trouble makers. Write me about your major problem. This will help lift our talk from a dull theoretical speech to a live discussion based on existing conditions and experiences of representative men in the field.

TEXAS ROUNDUP

(Continued from page 31)

some others were talking about boycotting the CC schools we said, "Let the erring brothers go in peace." Now, after three years our prophecy is being realized.

The Disadvantages, As We See Them

The main objection that we can see is that for some schools, particularly in the Panhandle and West Texas, excessive travel will be necessary. It will be impossible for student and fan crowds to follow their teams as they are accustomed. However, many of the schools now in the same district were playing each other anyway, so the only difference is that the games will count. It will also break up some money-making traditional rivalries.

Looking a little further down the road it seems to us that the increased distances will have the following results:

A. Radio broadcasting will become increasingly important. Press boxes that don't have adequate accommodations for at least two radio stations will have to make improvements that are needed anyway.

B. Plane travel for the more prosperous schools will receive added impetus. Where this method of travel has previously been considered a luxury, it will now become a necessity for some of the district games.

New Books

GAMES THE WORLD AROUND

By Isabel B. Burger

This book shows you how to bring out the best abilities of each child, how to direct children so that they themselves select the best actors for each part, and how to put on a finished play that springs directly from the children's own initiative.

Mrs. Burger shows step by step the progress from simple pantomime to complete play. In the past, creative techniques have been used only with younger children. This book explains how this same technique can be applied successfully to young people of all ages. There are examples of creative exercises for children from eight through the teens, and directions for stage productions.

Practical suggestions on settings, costumes, lighting, and make-up are included. The appendix contains sources for appropriate material for dramatization and examples of long and short plays with complete production notes. The book is illustrated with scenes from plays and diagrams for settings and costumes.

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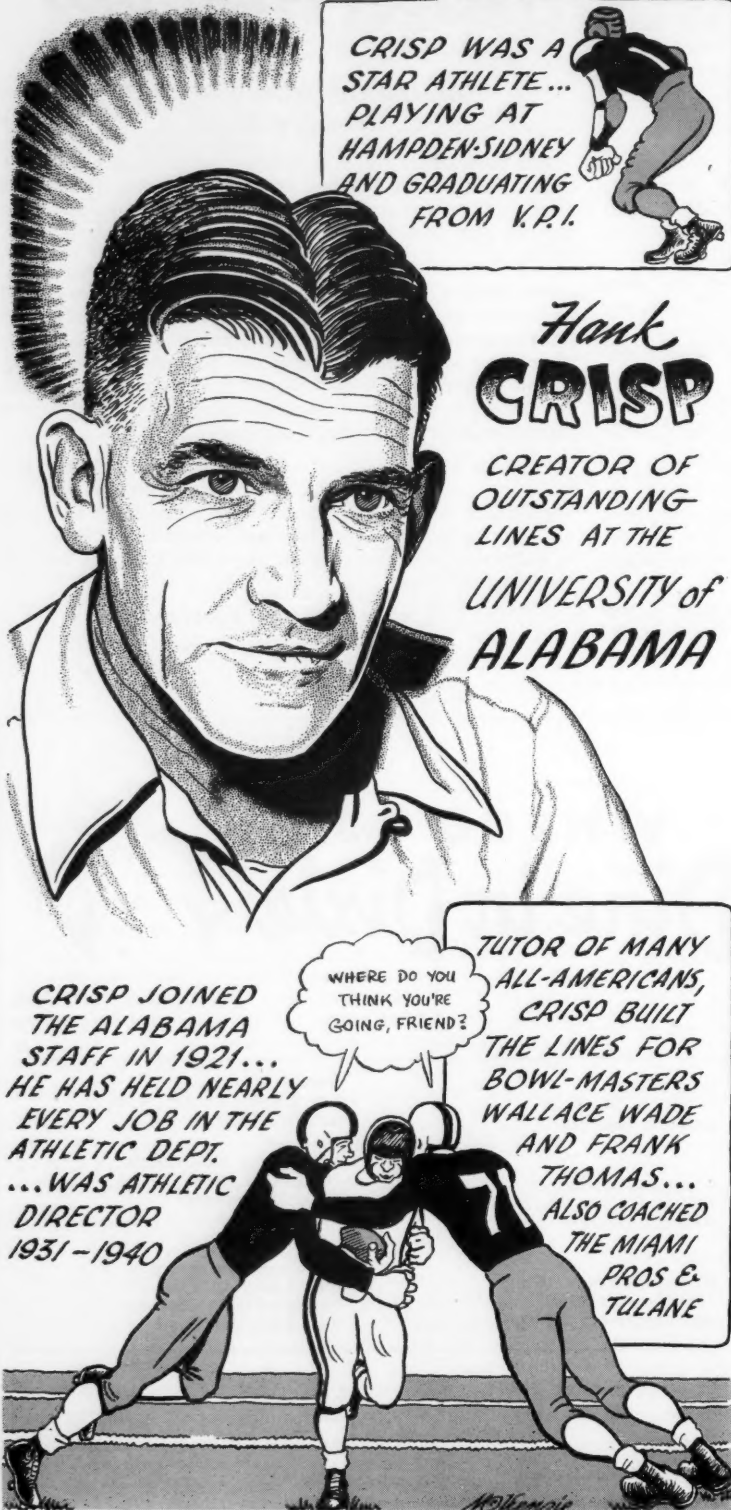
IN TEXAS

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It is our purpose to list in this directory only those places preferred by sportsmen throughout the South — those most highly recommended by discriminating clientele. In forthcoming issues, look for recommended places in other states in Dixie.

Sport Sketch

By JOHN MCKENZIE



CRISP WAS A
STAR ATHLETE...
PLAYING AT
HAMPDEN-SIDNEY
AND GRADUATING
FROM V.P.I.

Hank
CRISP

CREATOR OF
OUTSTANDING
LINES AT THE
UNIVERSITY of
ALABAMA

CRISP JOINED
THE ALABAMA
STAFF IN 1921...
HE HAS HELD NEARLY
EVERY JOB IN THE
ATHLETIC DEPT.
... WAS ATHLETIC
DIRECTOR
1931-1940

WHERE DO YOU
THINK YOU'RE
GOING, FRIEND?

TUTOR OF MANY
ALL-AMERICANS,
CRISP BUILT
THE LINES FOR
BOWL-MASTERS
WALLACE WADE
AND FRANK
THOMAS...
ALSO COACHED
THE MIAMI
PROS &
TULANE

HENRY CRISP

Line Coach University of Alabama

★

Henry "Hank" Crisp has probably filled more jobs capably than any coach in the game today. He went to Alabama as freshman coach in 1921, and since that time he has, at one time or another, held the following positions: track coach, trainer, varsity baseball coach, varsity line coach, varsity basketball coach and athletic director. He was trainer and coach in the Navy during the war, also line coach for the Miami Sea Hawks one season, and coached Tulane's line two seasons. Except for that he has served at Alabama ever since he climaxed a brilliant career as an all-around athlete at V.P.I. in 1920.

"Hank" not only demands and gets maximum performance from his players, but he is loved and respected by all who have been fortunate enough to have come within the range of his influence.

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LEARNING AND TEACHING APPLIED TO TRACK AND FIELD

By RICHARD I. MILLER

Instructor in Physical Education, University of Illinois

MOTOR INTELLIGENCE

VARIATIONS in Basic Learning Ability. Motor intelligence is one of the many intelligences we all possess in individually varying degrees. Mental intelligence (I.Q.) which enabled scientists to solve the atomic riddle, differs from the social intelligence which allows success in public positions. The mechanical intelligence which allows an automobile mechanic to find and repair an engine knock, differs from the motor intelligence of an all-America football player which enables him to weave his way through the opponent's backfield.

For our purposes, an individual has motor intelligence if he learns physical skills easily. The coach must recognize individual differences in physical learning ability much the same as we recognize varying degrees of mental intelligence. The slow learner demands more time and patience. Results will not be evident before motor intelligence will allow.

Improvement. Figure 1 is a smoothed curve chart showing individual variations in improvement and in the limit of learning.

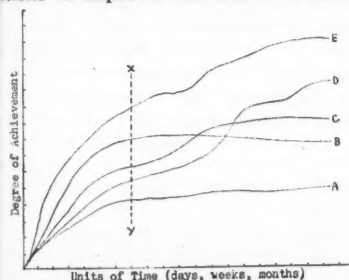


Fig. 1. Individual variations in the rate of improvement and in the limit of learning.

Curve A shows a slow learner with a low limit of achievement. Curve B shows a rapid learner with a low limit of achievement. Curve C represents the average learner. Curve D shows a slow learner with a high limit of achievement. Curve E represents the quick learner with a very high limit of achievement. Line XY represents the time when the coach must select three of this five for his team. On basis of performance at this time, individuals B, C and E would be selected. It is conceivable that "D" may become

Richard I. Miller is author of the book entitled "Track and Field for High School Coaches," which will be released through McGraw-Hill in the near future. It deals with the why of track coaching and reduces the story to a few principles which may be understood and applied by the high school coach.

discouraged and give up practicing. Careful observation can catch a flash of "D's" potential abilities, and an explanation to "D" regarding his learning habits will give him encouragement.

Figure 1 should make one very hesitant toward cutting the squad. High school is the "coming out" age and one never knows when he may be cutting a future point getter. For this reason plus the physical and mental benefits associated with track and field practice competition, it is questionable whether the squad should be cut at all.

Plateaus in Learning. Most learning curves are characterized by a series of plateaus where performance seems to remain at the same level or may retrogress. Motor skills appear as periods of no improvement. Generally, learning plateaus represent a period during which a new set of habits is being formed and this new set of habits may be the basis for further improvement. The beginner may become discouraged when his early improvement slows down for a learning plateau. If he can be given the pattern which learning follows and told that all champions have gone through similar periods when progress seems at a standstill, it will serve as a good morale booster.

FACTORS IN RATE OF LEARNING

Effect. We tend to repeat those activities which give us pleasure and avoid the activities which bring us discomfort. A runner who feels nauseated after a race is likely not to display his initial enthusiasm toward another all-out-effort. The beginning hurdler who takes a hard spill may lose all desire for the event. Coaches who push their proteges too hard will sooner or later have an acquaintance with this principle.

The consistently losing competitor is a problem. Some way must be found for him to feel the satisfaction of achievement. One method is to have the athlete compete against his own marks, and to focus his attention on improving rather than winning. Whenever he surpasses a previous best mark, the occasion should be treated with an enthusiasm equal to his winning an important race. This will give him the spark to train and develop his ability to further surpass his own marks and eventually a few opponents.

Motivation. The learner must be eager to learn. He cannot be forced into learning but must be ready to learn. Elbert Hubbard once said, "You can lead a boy to college but you can't make him think." In addition to motor intelligence and technique of skill instruction, the rate of learning is proportional to the degree of concentration and interest the learner displays toward the activity. The success of a coach in motivating his squad to "dig in and work" will, in no small part, depend upon his enthusiasm. Let him be very enthusiastic and the squad will catch some of his "fire."

Some ways of motivating the track are as follows: (1) Be enthusiastic. (2) Hold a team meeting at least once a week. (3) Have a sound and well balanced technical knowledge of track and field. (4) Use stories of average performers who develop into champions. "Nobody starts out a champion." (5) Know the styles of outstanding collegiate and world performers. Use their pictures on the track and field bulletin board. (6) Keep a progress chart of each boy's performance in every meet. (7) Take a sincere interest in the boy as a human being as well as an athlete.

Length of Skill Practice Periods. Based on the findings of Griffith,¹ twenty or thirty minutes of practice on a particular skill is an optimum time. Longer periods of activity introduce fatigue and inattentiveness. The key words in this instance are "on a particular skill." Twenty minutes on starting, thirty minutes on the high

(Continued on page 41)

The Prep Parade

MISSISSIPPI

By BIT HUNTER

I'm afraid that any amount of praise we could offer to the Jackson High Tigers would be far too little, but we would like to say that it is the greatest high school football team in our state's history. Central high has literally stomped every single team it has faced all season, scoring an amazing 490 points to eclipse the great 1943 Meridian team's record by 47 points. The Centralites averaged 49 points per game and that figures out to be a little over a point a minute.

We can remember only three teams that could even be rated in the same class as the Tigers—Columbus' National Championship team of 1936—Meridian's great eleven of 1943 and Shorty McWilliams—and the Dinky-Bowen-led Greenville squad of 1943. Many will disagree but we think that the present day Jackson squad could take all of these teams and do it easily. Meridian had a great all 'round team, there is no doubt about that, but there is also no doubt that its greatness rested squarely on the shoulders of one Shorty McWilliams. Greenville was also led by a great back-fielder in Dinky Bowen and it is a shame that a game couldn't have been arranged between the Delta City and Meridian after the 1943 campaign turned out so well for both teams.

Les Dodson (now an automobile dealer in Oxford) led the Lee High Generals to the mythical National Championship over Austin High of Chicago in Memphis 7-6 back in 1936. Like Jackson the Generals used the old Tennessee system with emphasis on power, but the capital city team had speed, finesse, and the greatest asset of them all—Reserve Strength.

Jackson crushed the Vicksburg Greenies on Thanksgiving day to record their 22nd victory in a row. Their 59-6 rout of the Greenies was a typical win. No team was lucky enough to get within three touchdowns of the Fulton coached eleven. The greatest worry that the coaches had were letting their first team play enough. Tommy Lee, the fleet-footed tailback of the single-wing attack, led all the scorers in the Big Eight with 117 points and he hardly played half the time. Billy Greenlee, Lee's understudy, was in the first five in scoring so that gives you something of an idea of the potency of the team's attack. Billy Kinard (All America Brusier's brother) is a swivel hipped halfback that can run with the best of them and he is very adept in gathering in passes thrown by Lee or Greenlee. Big Bob Fisher is a 190 pounder who is probably the best end we've had over here in several years.

Jackson might have the best team in the state but individual honors will have to go up the state to Sardis where a youngster by the name of Lea Paslay has wound up a grid career second to none. Lea ended his high school days in a blaze of glory. In his next to last game Sardis tangled with

the strong Cleveland eleven and when the smoke cleared Sardis was the winner 21-20 and Paslay had counted every one of his team's points. In the last clash against Horn Lake he scored four more times and made just as many extra points. For the second straight year in a row he has led the State in scoring—this year it was 144 points and last year he was above the 150 mark to bring his two year total to a little over 300 points. Last season he took his team all the way through the play-offs for the State BB crown and undoubtedly would have repeated if we had the play-offs this year. Naturally he was a marked man in every game and Sardis was looked upon as a one-man team. But Lea never played a bad game—doing all the passing and kicking and three-fourths of the running for the Sardis team. Making All-State last year he is certain to repeat and just as certain to make all of the All-Southern teams.

ROUND-UP

The Little Ten Conference has a new Champion in University High of Oxford. Unlike their big brothers out at Ole Miss the Colonels played a superb brand of ball and captured their first crown in many years. Billy Butler, big fullback, and Bobby Holcomb, stellar halfback, along with Leighton Pettis were the individual stars. . . . In the Choctaw Conference it was Louisville riding to victory on the strong right arm of Billy Fulton. Fulton is one of the best school-boy passers we've seen in quite some time. . . . Jackson, of course, was victorious in the northern sector of the Big Eight while Laurel ran roughshod over Hattiesburg 50-8 on Turkey day to capture the Southern Crown. . . . Over in the Delta the number one team is Belzoni who downed her arch rival Indianola in another Thanksgiving contest for the Championship. . . . But the number one independent team in the state and according to some people the best, with the exception of Jackson, is Charleston, who boasts an undefeated season over some of the best teams in the State. The Warriors whipped Oxford for their only defeat and the next week sent heretofore unbeaten Sardis down in spite of Lea Paslay. . . . The East Mississippi Jr. College seemed to find itself in time after dropping two straight conference games and came roaring back to defeat a strong Hinds eleven and received a bid to play Holmes in the Lions Bowl in Laurel. . . . Mississippi College's great halfback David Lee had another fine year and is certain to gain All-Dixie ratings. . . . Millsaps, the only simon-pure football team in the state, did rather well in their class this fall led by two Columbus boys, T. W. Lewis and Billy Robinson. . . . Miss. Southern again won the Gulf States Crown when their Little All America Bubber Phillips broke up the game against Louisiana Tech with four touchdowns. Phillips is sure to drag down numerous all star laurels this season. . . . Ole Miss and Miss. State supporters have for two months been reconciled to the fact that they will have to "wait until next year." Speaking of Ole Miss, most of the fans are rather upset over the sudden collapse of the Rebels. This was supposed to be a great year for the Oxfordmen, but in reality it has been one of the worst.

FLORIDA

By L. L. McLUCAS

Secy. Florida High School
Coaches Association

THE prep parade in Florida football is at the fever pitch in fifteen of the conferences, with the ultimate winners at a definite undecided state at this writing. In the majority of the title group chases, two and in some cases three teams have the inside track for championship laurels.

With attendance rising as the campaign nears completion several rousing scraps are in the offing from the warm tides of Pensacola Bay to the sunny shores of Biscayne Bay in Miami. In many cases, traditional Thanksgiving and Thanksgiving week-end struggles will wrap up conference championships.

Starting in extreme West Florida; Marianna and Quincy lead in the Eastern Division of the NORTHWEST FLORIDA GROUP with Fort Walton and Milton leading the pack in the Western half. Moving south and slightly east, Blountstown, Apalachicola, and Bristol appear to have the rest of the league at their heels in the APALACHICOLA VALLEY.

The NORTH FLORIDA CONFERENCE that comprises schools in the Northern top half of the state will crown either Monticello, Madison, or Cross City the titleholder. Play in the NORTHEAST CONFERENCE is at the clutch stage at present with Tallahassee Leon, Lake City, Jacksonville Beach Fletcher, and St. Paul's of Jacksonville all in the running.

Powerful Landon of the BIG TEN CONFERENCE is the current leader with Miami Edison and Miami Jackson still in striking distance.

Palatka is presently on top in the EAST FLORIDA CONFERENCE, but Ketterlinus of St. Augustine and Seabreeze of Daytona Beach are still in the race. The Flying Eagles of Ft. Pierce are crownward bound in the SUN-COAST CONFERENCE with Vero Beach and Melbourne behind them in the running.

League standings are in a jam in the CENTRAL FLORIDA CONFERENCE with Umatilla, Tavares, and Mt. Dora all with practically even steven chances of emerging on top of the heap. ORANGE BELT play is also at the make or break stage with Lyman, Ocoee, Winter Garden and Zellwood battling it out for the number one position.

As usual, play in the RIDGE CONFERENCE is a "right down to the wire" affair, with three bitter rivals all mov-

ing fast. Kissimmee's Kowboys are on top by a narrow margin, with Lake Wales and Haines City breathing down their necks. Practically in the same neighborhood, Ft. Myers, Winter Haven, Manatee of Bradenton, and Tampa Jesuit are staging a ding dong battle for honors in the SOUTH FLORIDA CONFERENCE.

In the TAMPA BAY GROUP, Largo and Brandon appear to have things their own way, with Wimauma a late season comer. Moving up the West coast of the state to the WEST COAST CONFERENCE, Wildwood and Tarpon Springs are the big boys with Dade City and Inverness still in a threatening position.

Back over on the East Coast, Miami Beach and South Broward of Hollywood are going neck and neck for the GULFSTREAM CONFERENCE gonfalon with Okeechobee and Pahokee not definitely counted out.

Newberry is really making time in the SUWANEE CONFERENCE, with High Springs and Alachua trying hard to oust the Indians from the lead.

Two of the major Class A schools in the state, Miami Senior High and Pensacola are independent and currently play a bone crushing schedule of the stronger Class A state elevens and good strong teams from Georgia, Louisiana, Kentucky, Tennessee, Alabama, and Mississippi. Pensacola to date has a 7-1-0 record and Miami has a 6-0-2.

Traditional Thanksgiving Day clashes that are always replete with thrills, action and upsets are: Pensacola and Tallahassee Leon, Marianna and Quincy, Lake City and Live Oak, Lee and Jacksonville Jackson, Lakeland and Orlando, Jefferson and St. Pete, Miami Senior and Edison, Bartow and Winter Haven, Gainesville and Jacksonville's St. Paul's and Plant and Hillsboro of Tampa for just a few of the many.

And that's how it looks from here.

FOUR OFFICIALS

Practically all of the state's larger high schools and most all the colleges are using four officials and find that the additional expense for the fourth man pays dividends in better coverage with less fouling and smoother handling of play.

WEST VIRGINIA UNIVERSITY HAS A STAKE IN FOOTBALL AND BASKETBALL OFFICIATING

Through the interest and foresight of G. Ott Romney, Dean of the School of Physical Education and Athletics of West Virginia University, who for many years has served as a coach of high school and college teams as well as being an official of national rank, the writer was able to organize the Football and Basketball Officiating Course that has been a part of the regular and graduate curriculum of West Virginia University for the past five years. Since its inception hundreds have taken the course numbering among its members many of the state's outstanding coaches (taken in Summer School) and officials as well. In the present semester's class of 62 members there is enrolled one of the state's very outstanding radio football and basketball sportscaster. His objective is to become better versed in the rules of the game enabling him to be a better sportscaster.

The game's greatest need is a single code. Today high school and college games are almost foreign to each other. I am certain that under the leadership of such men as H. V. Porter, Executive Secretary of the National Federation of High School Athletic Associations and H. O. Crisler, Chairman, Collegiate Football Rules Committee, that a meeting of the minds could be affected resulting in one set of rules with such minor differences as are necessary to the two games which would eliminate confusion and disgust for the officials, players, coaches, newspapers, sportscasters, students, and fans.

FAST BREAK

(Continued from page 16)

of play by not affording enough room for the high-speed running game.

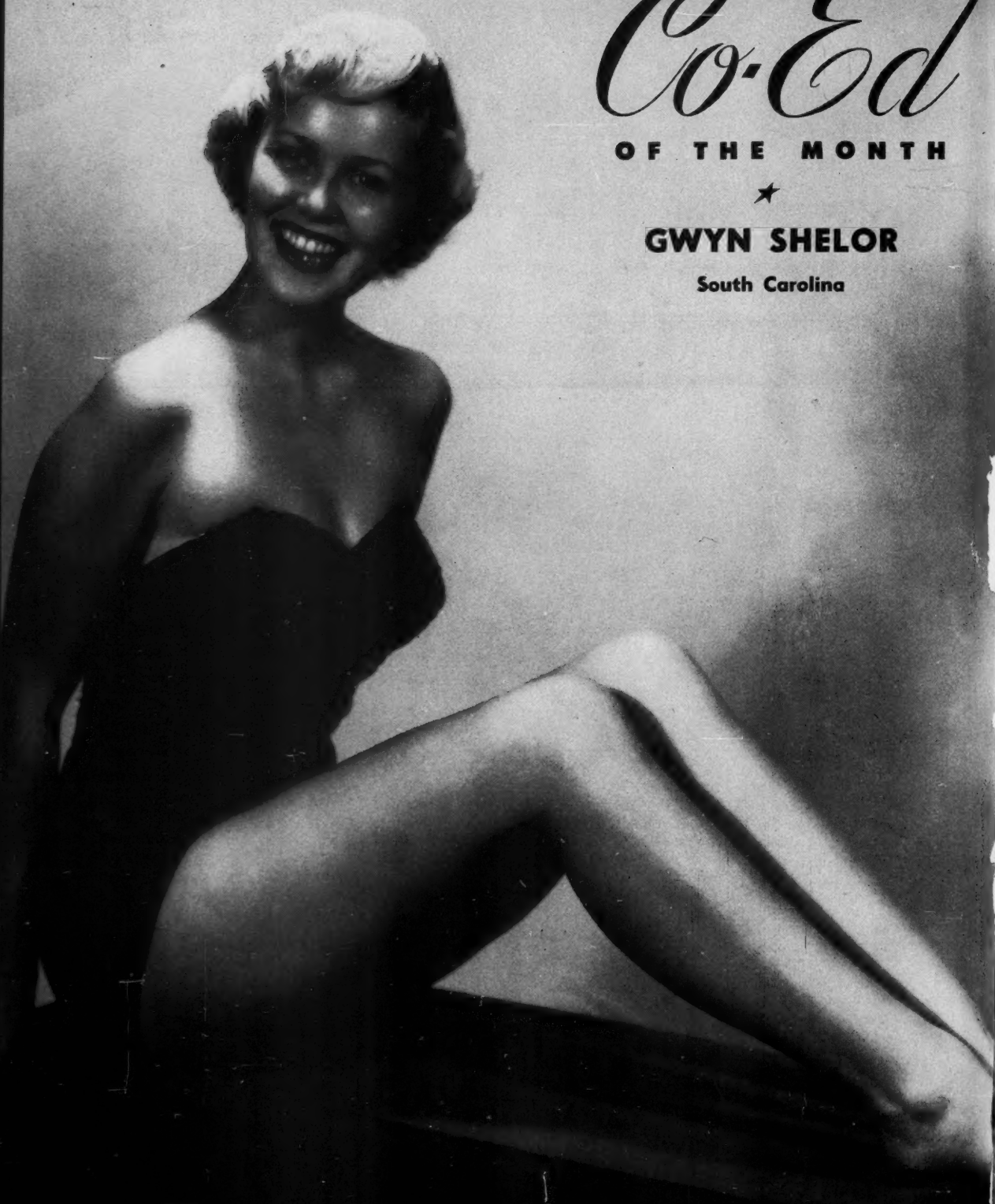
Conditioning, passing, ball-handling, shooting, timing and ball-hawking are the factors I try to stress most during practice. We use the three-man weave for developing passing and breaking, and work on one-handed push shots as well as lay-ups. The boys spend much time with the medicine ball to strengthen wrists for snap and push passing. And a feature of every drill to develop balance is the Russina dance — Kazatsky.

OFFICIATING

(Continued from page 18)

STATE CHAMPIONSHIP PLAY-OFFS

Officials for the state championship play-offs in classes A and B are selected by the West Virginia High School Athletic Association on the basis of ratings received from coaches, rules tests, games officiated, and the Association's classification of the official. Play-offs are between the two teams receiving the greatest number of points for the season's play, based on a rating system developed by the state high school athletic association.



Co-Ed

OF THE MONTH



GWYN SHELOR

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TRACK

(Continued from page 37)

jump is practice on two different skills so the time distribution would be satisfactory.

Frequency of Skill Practice Periods. When learning a new skill, the initial practice periods should be frequent until our neuromuscular system has patterned the neural pathways necessary for a particular skill. For example, a beginning shot putter would do best to practice a half hour twice daily instead of an hour daily. When the skill is mastered reasonably well, practice once a day is sufficient.

TEACHING METHODS

Whole vs. Part Method of Teaching an Activity. Whole method teaching presents the activity as a single unit. Some activities cannot be broken down for part method teaching. For example, it is impossible to stop the act of pole vaulting (take-off to landing) to work on a weakness. The performer must go through the whole action with mental emphasis toward correction. Another example, a runner attempting to develop a higher kickup of the training leg must run in order for the training leg to kick up at all. The kickup is a link in the chain of reactions which together form the whole action of running. If a link in this chain is taken out and practiced, the chain is broken and the whole action is no longer possible.

The part method separates an activity into its various parts, and each part is practiced and developed as a single action. The final step calls for an integration of these single actions into a coordinated whole action.

Although adequate experimental evidence is lacking, practical observations and coaching seem to favor the part method for teaching the shot put, javelin, and discus. Throwing from the delivery stance is the recommended intro-

duction to the shot put and discus. The beginning putter must learn to properly coordinate the leg drive, hip action, arm and shoulder action, and final wrist flick. With the discus it is essential the novice first learn to throw the discus so it will not wobble. The hip thrust and trailing throwing arm action also may be best learned from the delivery stance. If the novice must also concern himself with the initial position and the movement across the circle, then the important actions from the final throwing stance do not receive adequate emphasis.

When the movements from the final stance are perfected reasonably well, it is time to work on the initial position and the travel across the ring (shot put) or the whirl (discus). Finally, the novice is ready to put the initial stance, movement across the ring, and the final throwing action together for the whole action.

Throwing the javelin also lends itself to effective part method teaching. The javelin throw can be separated into three parts: approach run, cross step, and delivery. First, the Finnish cross step and associated arm action is practiced in slow motion until the prospect becomes familiar with the mechanics and timing of the cross step and arm movement. This coordinated action is started in slow motion and speeded up as the pupil's progress permits. Next, attention is given to the delivery position. Easy throws are taken from the delivery position until the prospect develops and feels the proper throwing action. Finally, the approach run, cross step, and delivery are combined into a slow but continuous action. The whole action is speeded up as the pupils' progress permits.

The shot put, discus, and javelin are difficult to teach by the whole method because of important movements which need individual attention. It is recommended that these field events be presented to the novice by part method teaching. When the movements have been integrated into a reasonably acceptable total action, the athlete can no longer be classified as a novice. Further practice should use the whole method because timing is best developed by whole method practice.

Some activities lend themselves to both the part and whole methods. For example, the act of pole vaulting (take-off to landing) is a single action formed by interrelated actions (take-off, swing, pull-up, turn, push-up, bar clearance, landing) which cannot be separated from the whole; thus it must be practiced by the whole method. For the beginner, other parts of the whole vault (approach run, checkmark system, pole

(Continued on page 45)

**"The bonds I bought
for our country's
defense
will see my twins
through college!"**



**HOW U.S. SAVINGS BONDS
ARE PAYING OFF FOR
Mrs. Mary Callon
OF INDIANAPOLIS, INDIANA**

"Janet and Jack are my twin reasons for buying bonds," says Mary Callon. "I've been a widow since the children were 8, but in 1942 I started buying bonds for defense and for their college education, setting aside 10% of each week's pay."

"I've saved systematically through the Payroll Savings Plan at the U.S. Naval Ordnance Plant, where I'm an executive secretary."

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You'll be providing security for yourself, your family, and the free way of life that's so important to us all.

**For your security, and your
country's too, SAVE NOW
—through regular purchase
of U.S. Savings Bonds!**



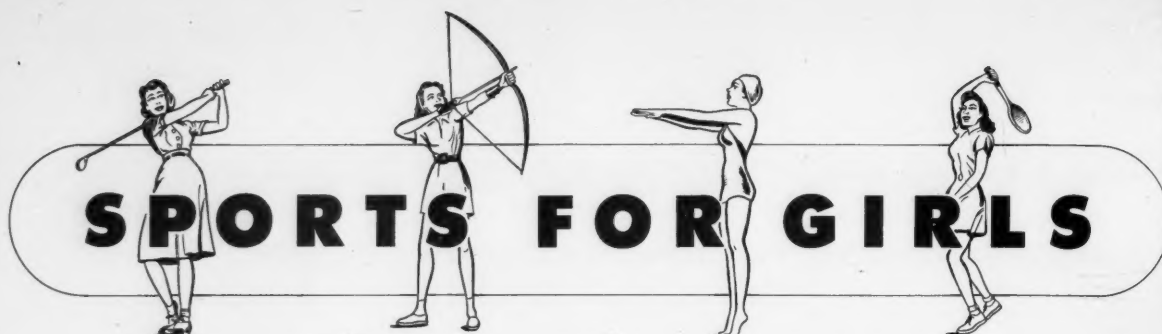
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CO-ED

OF THE MONTH

Our coed for this month is Gwyn Shelor, a sophomore at the University of South Carolina. Gwyn is 19 years old, weighs 115 pounds, and is very active in campus sports, especially swimming. She is majoring in art and fashion designing.

She was elected National Miss VFW of 1950-51 at Chicago last summer, and has won numerous other beauty contests, as can easily be understood. Her home town is Sumter, South Carolina.



PHYSICAL EDUCATION AT AGNES SCOTT COLLEGE

By LLEWELLYN WILBURN

Associate Professor of Physical Education

EDUCTION today is not concerned with the mere acquisition of facts and figures; nor is physical education interested only in exercise and skill. It is generally agreed that the main objective of the liberal arts college is to provide experiences for the students which will enable them to gain intellectual, emotional, social and physical maturity. The minds cannot be developed in history classes nor health achieved in physical education alone; but each department must work toward

the common goal of developing the total resources of each student.

Physical education can play an important role in the achieving of this objective. It provides for students an opportunity to learn skills which will be satisfying and will carry over into leisure-time interests; it offers experience in group membership and practice in successful human relations so important in social and civic life; it develops leadership techniques; it often furnishes vocational interests; and through

physical education, students gain knowledge of themselves which is important in the development of personal health and emotional maturity.

At Agnes Scott, we believe that **how** we teach is as important as **what** we teach in physical education. An informal atmosphere prevails, students are encouraged to offer suggestions as to activities, and student leadership is utilized. In accordance with the trend in colleges today, physical education is planned so that students have greater freedom during the later years, but in the main a prescribed program during the first years of college, for we believe that a broad background of basic knowledge is important.

The Prescribed Program

The prescribed program for freshmen and sophomores includes orientation in health and physical education, body mechanics, aquatics, dancing, individual and team sports. Not only skills, but knowledge and appreciations about self, physical fitness and physical activities are stressed in all physical education classes.

The Intramural Program

Under the leadership of the Athletic Association and the staff of the Physical Education Department, an interesting intramural program has the enthusiastic support of the students. Tournaments and meets are scheduled in the following sports:

- Archery
- Badminton
- Basketball
- Golf

AGNES SCOTT DANCE GROUP



Random Shots
of Sports
Activities
at Agnes
Scott College,
Decatur, Ga.



Hockey
Table Tennis
Tennis
Softball

FRONT COVER PHOTO



BYRON TOWNSEND, University of Texas Fullback

Playing his second varsity football season for the University of Texas, Byron Townsend has proved himself one of the nation's leading ball carriers. In nine games he has carried 201 times for a net of 770 yards — 50 against Texas Tech, 158 against Purdue, 114 against Oklahoma, 127 against Arkansas, 55 against Rice, 80 against SMU, 40 against Baylor, 93 against TCU and 53 against Texas A & M.

In his duels with outstanding halfbacks, he gained 114 to Oklahoma Leon Heath's 67 and 80 to Kyle Rote's minus 3. A & M's Bob Smith outgained him 77 to 53, but Townsend had the better average and scored a touchdown, while Smith was held scoreless.

Townsend has scored 12 touchdowns, the highest total for a University of Texas footballer over a full season. He has completed one of three passes for 30 yards, caught 6 passes for 47 yards, returned 4 kickoffs for 108 yards.

He combines power, speed and agility, which makes him a threat to the inside and the outside. His vision is impaired (near-sighted) but the opposition doesn't believe it.

Townsend was the state's most-sought high school graduate in the summer of 1948. He had been all-star in Odessa, Texas, for two seasons and had been named the state's outstanding schoolboy gridder for his play in 1947. The previous year he led Odessa to the state title in a championship match with Thomas Jefferson of San Antonio, whose star was Kyle Rote, now of SMU fame.

Son of a family of modest means, Townsend works on oil pipelines during the summer. He is dark-haired, handsome, stands 6-1, weighs 190. In track, he is a very capable high jumper and discus thrower, being a former state record holder in the latter.

An aquatic program lasts throughout the year. Besides the inter-class swimming meets, a Water Show is staged every year by the Dolphin Club, and both Senior and Instructor's Red Cross courses in Life Saving and Water Safety are scheduled.

Ballets and May Day

Two dance programs which add much to appreciation of the arts and the development of creative ability, are the ballet performances of the Dance Group and the traditional May Day festivals. The Dance Group is composed of those students who have achieved outstanding skill in dancing. This group has produced, in recent years, such ballets as "Giselle" and "Swan Lake" and an original adaptation of Alexander Pope's poem "The Rape of the Lock." The May Day story is written and produced by students under the guidance of the dance instructor. It is one of the traditional events of the college year, and on the first Saturday of May, many visitors are attracted to the beautiful wooded Dell, where the Queen of the May reigns.



Across the Counter

WITH YOUR SPORTING GOODS DEALER

FRED J. BOWMAN

Pres. Wilson Sporting Goods Co.



Fred J. Bowman, vice-president of the Wilson Sporting Goods Co. for the last 16 years and a member of the board of directors, is now president of that organization.

Bowman, 55, succeeds L. B. Icely, president of the company for the last 32 years, who died Aug. 8 following an operation at Chicago's Presbyterian Hospital.

The new president of Wilson Sporting Goods Co. has been in the company's organization for 30 years—14 in the distributing division and 16 in the manufacturing and merchandising division—and has been associated with every phase of the business.

A resident of Chicago for the past 16 years, Bowman also has been quite active as a sportsman, attending most major sports events and serving as president of the Sunset Ridge Golf Club in 1940, where he presently serves as a director of the club.

He was graduated in 1913 from Westport High School in Kansas City, Mo., where he was twice named captain of the basketball team in the course of compiling an outstanding record as an athlete. His personal athletic record was divided between semi-professional accomplishments through the Kansas City area and competing on outstanding teams while in the service in Europe during World War I when he served as an instrument sergeant in the famed Battery D of the 129th Field Artillery—commanded by Captain Harry Truman.

He played on Kansas City's outstanding Lowe & Campbell basketball teams throughout the post-war era until 1922 when the group captured the national A.A.U. championship. Other players competing there at that time included George Edwards, later University of Missouri basketball coach; Louis Menze,

present Iowa State College athletic director; the late Pat Mason, who was to become athletic director at Rockhurst (Mo.) College.

In football, Bowman played on the first professional team in Kansas City—the Sweeney Auto School, forerunner to the Kansas City Cowboys, one of the real pioneers of professional football. Other members of that team were Steve Owen, present coach of the New York Giants, and Bill Grimes, former president of the A.A.U.

RAWLINGS ADD SALESMEN

Claude Carr, genial President of Rawlings Manufacturing Company, has announced the addition of three salesmen to the organization. They are Judd Dunn, formerly with Webbs Sport Shop in Utica, N. Y., who will take over a portion of the New England territory; Dean Lee, formerly with Calloway-Morrison, who will travel in North and South Carolina, and Virginia; and Collier Loving, who is now working in the area immediately surrounding St. Louis.

Speaking of the war situation, Mr. Carr said, "Although no one, at the present moment, can be certain as to just what is going to happen, you can tell the trade that Rawlings is investing in the future. We are moving ahead just as if nothing has happened. We will continue to do so until we are called upon again by the government to serve our country."

"We can be sure of one thing—if in the present phase in this power-politics struggle continues, we can look for the familiar conditions of World War II. Allocations, priorities, scarcities of the basic items of steel, metals, rubber, textiles, etc."

He outlined for the salesmen the faith the firm had in the future—the addition of a new shipping warehouse, the construction of a new 22,000 square foot addition to the main factory, of additional property purchased for future expansion, the intensified physical and chemical laboratory program, and the numerous specialists added to the company's personnel. (What, Claude, no enlarged advertising program?)

LYNCH CHANGES LOCATION

Johnny Lynch Sports, Inc., of New Orleans, Louisiana, has moved from its old location at 138 Carondelet Street to 308 St. Charles Street. The new store is larger and offers more modern display of merchandise and better facilities for warehouse and office.

Johnny Lynch, president of the company, has been for many years one of the top football officials in the Southeastern Conference.

REFEREE PAUL SWAFFIELD

Paul Swaffield, Advertising Manager for Hood Rubber Company, is a veteran football official with 24 years' experience behind him. Paul earned letters in baseball and basketball and played some football at Brown. Starting with sandlot and high school officiating, Paul worked up the ladder until he has been ranked for the last several years with the top men with the whistle. His climax came last Saturday when he refereed the Army-Navy game. While we have not had the privilege of knowing Paul personally (though we do get some very personal mail from him each fall), we have had many nice reports on him from our mutual friend, Fred Singleton. Fred has worked in games with Paul on numerous occasions and gives him top rating as an official and a gentleman.

SCHOOL ACCOUNTS

Some dealers report that collections from some of the schools are not what they should be. There are cases where a new principal of a school will not honor the indebtedness incurred by his predecessor. Maybe it does seem bad to him to have to shoulder the burden of the debt which he did not incur, but that was all a part of the job which he accepted. We have not yet heard of any of them refusing to use the equipment that was left on hand by his predecessor. It seems logical that if he uses the equipment, he should complete payments on it. What is more important, he should be interested in maintaining the reputation of his institution for business integrity and honesty.

TRACK

(Continued from page 41)

carry) should be developed as separate parts of the total vault. The act of vaulting may be introduced effectively with a couple step approach run, no crossbar, and a pole broad jump for height and distance. Generally, the accomplished vaulter has best results using the whole vault in practice.

Teaching the novice to hurdle may use both part and whole methods. The start, proper stride, the act of hurdling need individual emphasis as parts of the whole action. The act of hurdling (take-off to landing) may be introduced by the hurdlers stretch exercise. When the novice becomes accustomed to this position, slow motion hurdling as a whole movement (take-off to landing) is recommended. As soon as the respective parts (start, stride, act of hurdling) have been mastered reasonably well, it is advisable to integrate these parts into a whole action because timing is best developed by the whole methods practice.

It is difficult to state that the part or the whole method is preferable in all cases. With this in mind, the following principles summarize this discussion.

In physical activities where a series of movements form a chain reaction, each movement necessary for the next, and each movement difficult to isolate from the whole action; the whole method is recommended for teaching this activity to the novice.

In physical activities where a series of "self-reliant" movements make up the whole action, it is recommended that the novice develop each "self-reliant" movement separately. The final step calls for coordinating these self-reliant movements into the whole action.

Practice Emphasis on Maximum Performance vs. Form. At the high school level, boys are passing from clumsy adolescence into early maturity. Boys at this age pick up activities eagerly, but often their physical movements are somewhat clumsy. Since motor learning seems to take extra effort for the adolescent age, most of the practice should be spent on perfecting the required technique. Emphasis on maximum performance causes the athlete, especially the beginner, to forget form in an effort to obtain maximum distance. Also, greater chance of injury is associated with maximum performances. An occasional maximum effort in practice may be needed to decide team places or for motivating purposes. In general, for the high school competitor, practice sessions should be devoted to perfection of form with occa-

sional near maximum or maximum performance.

Sensory vs. Motor Minded Starting. Mastery of most physical skills requires mental concentration upon certain skills within the activity. For example, an outstanding backfield runner in football must be able to stiff arm, feint with head and hips, and side step. Each of these skills must be practiced separately until the athlete learns the individual skills well enough to automatically use them at the right time.

Another example, when learning to drive an automobile we thought of each action: make sure the emergency brake is released, put the gears in neutral, turn on the ignition, press the ignition button and footfeed to start the motor, press in the clutch and shift to desired gear, look around to see if the way is clear, release clutch and press on accelerator—do not start with a jerk. The same individual, a year later, steps into his automobile thinking about an article in the morning paper, or perhaps his "tasty" burnt toast, and in few seconds the automobile pulls away with the driver scarcely giving his actions a thought.

In both cases, the backfield runner and the automobile driver, the skills needed mental concentration until the necessary neural mechanisms were developed to allow completion of the whole action without conscious thought on each phase of the whole action. At this point, the individual has committed the whole action to the lower nerve centers, whereby the higher nerve centers are cleared for other business.

When teaching the technique of starting, it is recommended to first use the sensory technique so the starter will become familiar with the proper

sequence of actions. For example, the right handed starter must learn to move the left arm forward immediately. The drive from the rear leg must precede the front leg drive by a split second. The novice starter must think about the different phases of starting

(Continued on next page)



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TRACK

(Continued from page 45)

until they become engrained into automatic habits which are committed to lower nerve mechanisms. At this point, the starter has trained his muscles to react automatically to the gun's stimulus. This motor method of starting is faster than the sensory method of starting because it eliminates thinking through the necessary actions. Griffith's experiments² showed the motor method of starting was faster than the sensory method by one-tenth of a second per 100 yards dash.

Positive Approach. With a few exceptions, the words "Don't" and "No" should be excluded from teaching technique. Individuals tend to be put on the defensive by the negative approach and often they develop mental barriers against whatever conversation follows. Probably this reaction stems from a period in early childhood when our innate curiosity caused busy little hands to get into everything. These episodes were reprimanded with, "Don't do that!" or "No!" This conditioning to a negative approach is consciously or subconsciously carried throughout our lives.

The positive approach has the same goal in mind, but different pathways are used to reach the goal. Instead of saying, "Don't raise the throwing elbow that high," say, "Try keeping the throwing elbow a little lower; it will allow you to exert greater force." Instead of saying, "No! That's not right," use, "How about trying it this way next time?" It is difficult to remember the positive approach when patience burns low or when disgust burns high, but at these times a positive approach is most needed.

There are a few individuals who respond better to the negative approach. Coaching psychology must be adapted to these individuals. The negative approach may be used effectively when stern measures of discipline are necessary.

How. Today seems to be an age of method inquisitiveness. This contemporary undertow will be reflected in the squad member's inquiries regarding "how" better performances may be gained. To validly answer all questions is impossible because research has not fully determined the "whys" necessary for an effective "how" explanation. For example, research indicates that a continual and smooth acceleration of the shot across the ring is essential for successful shot putting. "Why" is continual and smooth acceleration essential? It is essential because the horizontal distance depends

primarily upon the terminal velocity (as the shot leaves the fingertips); thus any action which checks the continual and smooth acceleration of the shot as the putter crosses the circle is contributing to a slower terminal velocity or less horizontal distance. Knowledge of the "why" gives a sound basis for prescribing "how" an action should be performed as well as "how" the action may be taught most effectively.

The profession of coaching track and field offers a real challenge. The coach who is sincerely interested in doing the best job his abilities will allow is challenged to gain proficiency in the following areas: **Physiology** — Understanding body functions and running potentialities, squad testing, and best training methods requires a sound basis in physiology of exercise. **Nutrition** — The coach should know what constitutes the best normal and pre-competition diet, the importance of a well balanced diet. **Psychology** — The athlete derives greatest benefit from his performances and associations with the coach if his coach understands him. **Mechanics** — It is important that track and field coaches have an understanding of basic mechanical principles of track and field activities because this knowledge indicates the best techniques and teaching methods. **Techniques** — The coach must have a complete mastery of the techniques and best teaching methods for approximately fourteen events. **Administration** — Planning daily workouts, scheduling, running a track and field meet require careful attention. Last, but not least, **Victory or Defeat.** Above the players' box at Forrest Hills Tennis Club is this phrase from Rudyard Kipling's poem,

"If": "If you can meet with triumph and disaster and treat these two imposters just the same."

¹ Griffith, C. R., *Psychology and Athletics*. (Champaign, Illinois: The College Publishing Company, 1926), p. 97.

² *Ibid.*, p. 61.

Appreciation for constructive criticisms is extended to Dr. William R. Dixon and to Alfred W. Hubbard.

CORRECTION

Joe Aillet's by-line to his article, "Planning Practice," which ran in our November issue, read, "By Joe Aillet, Athletic Director, Ex-Head Football Coach, Louisiana Tech." The "Ex" was superfluous, misleading, unwelcome and untrue. It was an imposter, slipping in when I wasn't looking. The by-line should read, "Athletic Director and Head Football Coach." Joe is anything but "Ex." He is *present and future!*

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GEORGIA RECREATION SOCIETY HOLDS 1950 ANNUAL CONVENTION IN AUGUSTA, GEORGIA

MORE than one hundred delegates from various sections of the state convened in Augusta, Georgia, on October 18 for the seventh annual convention of the Georgia Recreation Society.

The three-day meeting got under way with a welcome address by Mayor W. D. Jennings of Augusta and a keynote message from the president of the society, Ed Davidson of Columbus.

President Davidson in his message in the opening session called on all recreation workers of the state to discard "professionalism for professionalism's sake" and to broaden their local programs to reach the masses of people.

Suggestions of the conference theme, "Serving Georgia . . . together," were seen in the program, name tags and favors with a chef in illustration presenting each day's program.

A check of the delegates showed visitors from Florida and Alabama, as well as twenty-two Georgians attending a recreation convention for the first time.

Sessions included a series of panel discussions, workshops and addresses on various phases of recreation work.

Ways of organizing a community for the maximum effectiveness of a recreation program were discussed during the opening session by a panel group led by John Griffin of Emory University.

Requirements for a well balanced program including all ages for year-round activities were brought out in general discussion and by the panel headed by Mrs. Steve Magargee, director of the Decatur Recreation Department.

The group divided for concurrent sessions dealing with special interests in hospital recreation, swimming pool operation, and playgrounds.

Leaders and reference panel members included on all group discussions were experienced recreation personnel from all sections of the state.

A special address on "Public Relations" was given by Dr. Emmett A. McNabb, president of the Georgia Citizens Council, who told delegates they should build good relationships with the communities in which they live. "The people," he said, "in your community are

not opposed to recreation . . . they are just ignorant of it! If they are ignorant, it is because you have not done the proper public relations job of informing them."

Workshops of two hours' duration on two successive days of the meeting were instructed in arts and crafts by Miss Beverly Sloan of the Atlanta Recreation Department; music and dramatics by Miss Edith Russell of the Children's Theatre of Atlanta; and special events by Fred Boswell, Fulton County Recreation Department director. These workshops were used as instruction sessions with ideas being exchanged for use in other recreation departments.

A feature of the program was the annual Society banquet at which Joseph Prendergast, executive director of the National Recreation Association, in the principal address talked to the dele-

gates concerning the responsibility of recreation leaders to their communities in the present national emergency.

Another feature of the program was the showing of a film covering the "Youth Workshop," which is sponsored annually by the Georgia Recreation Society in conjunction with the Georgia Citizens Council.

Officers elected at the meeting to serve for 1950-51 are P. B. Austin, director of the Columbus Recreation Department, president; Miss Lillian Summers, American Red Cross recreation consultant, first vice-president; Carl Hager, director of Savannah Recreation Department, second vice-president; Miss Gloria Hooten, field representative for the Georgia Citizens Council, secretary; Mrs. Orlean Vance, superintendent of the Augusta Recreation Department, treasurer.

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TENNIS

(Continued from page 22)

letic Association, interscholastic tennis was on the program for two lecture periods. Few, if any, coaching schools have ever included tennis on their program. Most high schools are able to secure the services of a member of their faculty to handle the tennis program and in several instances high schools are able to secure the services of a local tennis professional to assist the interscholastic team. An annual state high school championship tennis tournament is jointly sponsored by the Florida High School Athletic Association and the Division of Athletics of the University of Florida. The University of Florida furnishes housing and entertainment to all entries and coaches during the three day meet which includes singles and doubles competition for both girls and boys. Team play is stressed by awarding points to the winner of every match in all divisions of play. The school which accumulates the highest number of points is awarded the team championship. Individual champions and runners-up in each event are presented appropriate awards in each division of play. This annual affair attracts approximately 150 players from all sec-

tions of the state and is one of the outstanding events of interscholastic tennis.

One of the largest, if not the largest, factors that has contributed to this progressive revival of tennis in the state is the Florida Tennis Association. This Association is a section of the Southern Lawn Tennis Association; but, shortly will become a separate district directly under the auspices of the United States Lawn Tennis Association. It has been difficult to keep pace with the rapid progress of this Association since its origination three years ago in the Miami area. Mr. Edward Turville of St. Petersburg is President of the Florida Tennis Association and Mr. Edward Herr of Miami Beach is Executive Secretary and also serves as the "work horse" of the Association. The Florida Tennis Association is composed of five districts, each having its own chairman. Western Florida will become a sixth district in the near future. Many new tournaments are being held throughout the state and no player from ten years of age through the veteran's division need ever wonder when a tournament will be held. A month never passes without a district, state or a tournament of national importance being scheduled. Conducting tournaments is only a portion of the work being carried on by the Florida Tennis Association. Close cooperation is maintained in all matters pertaining to the development of tennis between recreation departments, tennis clubs, high schools and colleges. Junior tennis is an important phase of the Association's work with several Junior Davis Cup Squads being sponsored. Money is appropriated to send better players to Southern and National Tournaments. This Association, stressing the development of more and better tennis throughout Florida, has done a magnificent job. Through the efforts of the Florida Tennis Association in the next couple of years, Florida should produce many excellent tennis players. The junior

development program, along with the schools and recreation departments of the state is contributing immeasurably, through the encouragement of these new tennis champions, to a better citizenry of tomorrow by instilling sportsmanship, courage, ambition and healthful living as well as providing publicity and prestige for the state. The spirit of this junior program is carried into every section of the state with special emphasis on public park tennis. The Florida Tennis Association is endeavoring to reach the tennis players in the public parks who have hitherto been neglected by many tennis organizations. Many of Florida's top players in the next few years will be found today in the public parks. By providing adequate instruction in the schools and parks today and in the colleges and universities tomorrow, Florida will assume a leading position in the world of tennis.

The names we see today on our sports pages — Gardner Mulloy, Ted Prior, Calhoun Dickson, John Ross, Jim Windham, Sidney Schwartz, Tony Vincent, Martha Barnett and many others will give way tomorrow to such rising champions as Leslie Ruthven, John Fraser, Fred Bill, Pete Green, Laura Lou Jahn, Sue Herr, Mildred Thorton, and others too numerous to name. The "tennis boom" in Florida is definitely moving forward and a great future is predicted for this grand international game which may be enjoyed by every age group. Tennis offers a challenge to young Americans and the youth of Florida have accepted this challenge.

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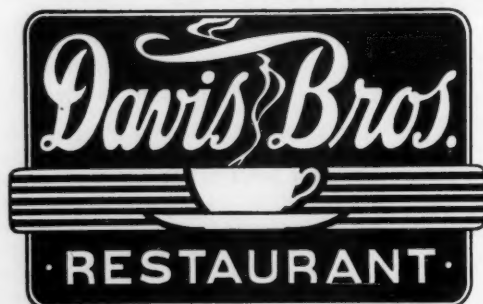
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SOUTHERN SCHOOLS

(Continued from page 26)

intra-mural play and as a football practice field.

These are a few of the features of Presbyterian College's program of athletics and physical education. It is designed to train coaches of the future and to win sports contests—but its primary function is to develop young men to meet life in the American way of fair play and clean sportsmanship.

OTHER EXTRA-CURRICULAR ACTIVITIES

Believing that extra-curricular activities mean much to student development, Presbyterian College provides a program aimed at nourishing the widest variety of interests.

In addition to military training with a crack ROTC battalion and an athletic plan which brings every student into sports competition, this program includes musical groups, student publications, forensics, social and honorary fraternities and numerous student organizations.

A college band and a robed choir which tour thousands of miles over the Southeast each year offer students rich experiences in the realm of music.

Presbyterian student publications, prepared, written and edited exclusively by the students, have achieved national recognition. These include a newspaper which has been rated one of the seven best in the nation, a quarterly literary magazine, a yearbook and a student handbook.

The six national social fraternities with chapters on the P. C. campus are: Pi Kappa Alpha, Kappa Alpha, Sigma Nu, Pi Kappa Phi, Theta Chi, and Alpha Sigma Phi. For co-eds there is Alpha Psi Delta sorority. National honor fraternities include: Blue Key, leadership; Chi Beta Phi, scientific; and Pi Kappa Delta, forensic.

Four religious organizations taking a leading role on the campus include the Student Christian Association, which sponsors the annual Religious Emphasis Week, the Ministerial Club, Foreign Missions Fellowship and Westminster Fellowship. The International Relations Club leads thinking in channels of current world affairs and promotes an annual Political Emphasis Week.

Thus Presbyterian College seeks to provide a well-balanced framework of extra-curricular endeavor—social, intellectual, physical—and all tempered by spiritual understanding.



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ONE-MAN STAFF

(Continued from page 25)

The Varsity squad the past 3 years has averaged 12 games a year, due to the state play-offs. Our record the past 3 years have been 2 State titles, winning 30, losing 6, and tying 1 in "AA" Ball. We have played 7 "AAA" teams, winning 3 while losing 4 of them. Our student body enrollment from 9-12 is 400 students, of which about 210 are boys.

The secret of this workable program is to keep the boys in a willing frame of mind. This can be done by letting as many play as possible. We have a standing rule that if and when we ever have a 3 touchdown margin the reserves play. They know this and keep pulling for the varsity to score. At one point last year every member on our varsity squad, 38, played in the first 5 games on the schedule. That is the best tonic for enthusiasm and of course there is nothing like winning.

We follow this same procedure for basketball and baseball and find that it pays dividends. In my first year in basketball we won 2 games; 2 the second year and jumped to 7 last year. In baseball, after a lapse of 10 years with no team, we won 1 the first year, 2 the second year and jumped to 10 last year.

The past nine years spent in "AAA" and "AA" competition my record is as follows:

	W	L	T
Football	64	24	6
Basketball	49	57	
Baseball	47	36	

It can be done as you can see, but it takes time and patience. It must be done if you expect to compete with other schools of larger student bodies, larger coaching staffs and still play winning ball. I hope you can get some ideas to help you in your program.

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